

Extra Remedial and Special Education pages 41-56



Commissioners reject tax appeal on home expenses

The Tax Commissioners have rejected an appeal by a Harfordshire teacher, Mr Robert Harrison, against the decision by the Inland Revenue not to allow his claim for expenses in providing a study at his home. The appeal was made by Mr Harrison, who is a primary school teacher, claiming that it was impossible for teachers to complete their duties satisfactorily during school hours and he claimed £100 towards the expense of heating, lighting, rent and rates of a study at his home.

Many teachers in further education received an allowance, said Harrison. Secondary teachers were unjustly treated.

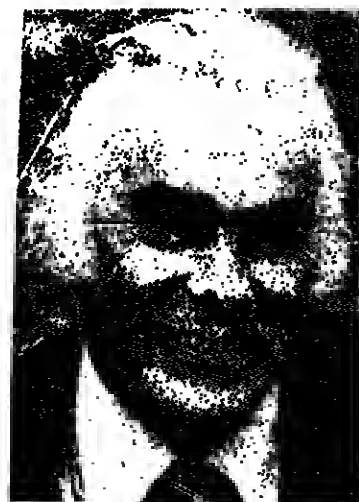
Rejecting the claim, the commissioners said: "The question before us is whether Mr Harrison is expending money on rates, rent, heating and lighting, wholly, exclusively and necessarily in the performance of his duties as a school teacher. It appears to us that the appellant was not obliged in performing his duties to set aside a room exclusively as a study."

They referred to the case of Ricketts versus Colquhoun, quoted by the Inland Revenue, which they said, established that the expenses deductible under section 18(1) of the Income and Corporation Taxes Act 1970 did not extend to those cases where the holder of an office incurs expenses personally and of his own volition.

"In setting aside a room in his study Mr Harrison is not doing something that every holder of his office as a schoolteacher would necessarily be obliged to do."

Mr Harrison said later that it was new up to the teacher's union to take up the fight and try to win the same concessions that the Association of University Teachers had already won, for its members.

"As secondary school teachers we are working between seven and 10 hours a week in our homes from 6



Mr Robert Harrison; no allowance for heating, lighting, rents or rates.

charge and thus subsidising the state."

Sandra Hemple

Primary school survey will not favour back-to-basics lobby

The full report of the national primary survey is unlikely to provide much support for those who are calling for a return to basics.

Miss Sheila Browne, the senior chief RME, said at the weekend that national newspaper headlines referring to the survey would prove misleading. "We now have perfectly good evidence that a great deal of time and effort goes into the basic teaching of literacy and numeracy and yet the results are not what some people would assume they should be. And no one should leap to the conclusion that this is in some way because of a lack of skill."

"It is very apparent in primary schools that better performance in basic skills is linked to a broader curriculum."

Miss Browne made reference to the survey in a speech to a conference concerned only with secondary and further education, the annual meeting of the Institute of Careers Officers at Exeter. She said there were links between what had been discovered about teaching in primary schools and the teaching of basic skills to less able secondary pupils. Felling mills were likely to leave the country with about 20,000 comprehensives which will be smaller rather than anything else," Miss Browne told the conference.

Politics for youth

Methodists have made a start on the political education of younger members. In a handbook sent out this month by Dr Fred Mills, former head of youth and community studies at Westhill College, Birmingham, urges that young people should be encouraged to take an active part in the political process.

"This, he writes, will recover 'a largely forgotten dimension of Christian discipleship'. Other dimensions of it—prayer, the sacraments and personal salvation—should not be neglected, however. Activity in trade unions is encouraged. It is not without significance that a group of Christian men in Dorset in the 1830s are regarded as the founders of the movement."

Three types of "client" for political education are identified: the political consumer who needs to know how to make a choice; the political activist who needs to know how to make a choice; and the political decision-maker who needs to know how to make a choice.

Union warns of danger in 'myths' about race and intelligence

by Caroline Haydon

"Myths" and "misconceptions about race in the classroom are attacked in a pamphlet published by the National Union of Teachers this week.

Race is a social, not a biological description, it says. Teachers are warned to "exercise extreme caution" even the notion that IQ is on index of innate mental ability at which some "races" have more than others.

The pamphlet, *Race, Education and Intelligence*, written by Professor Steven Rose and Dr Ken Richardson of the Open University, is not a textbook for pupils but a "guide to teachers on a very sensitive and complex issue", said Mr Fred Jarvis, general secretary of the union.

"It would do a valuable job of debunking myths and clarifying concepts."

"There is a need for teachers to speak out on this subject in a manner consistent with the belief in the essential unity of mankind," he told a press conference to launch the booklet. "Teachers have a responsibility to encourage discussion which allows pupils to develop a respect for all human beings."

The union recognized that this was a highly controversial area, but it was the view of the NUT executive that the views it put forward were "essentially correct."

The pamphlet does not mention Jensen or Esnack, the geneticists whose views on race and IQ have caused controversy over recent years, but it says that research which attempts to show a genetic basis for IQ differences is now regarded as "scientifically discredited."

Neither the term "heritability" nor the term "race" are used accurately in popular speech. Heritability is a technical term in genetics and "not a measure of

some general inheritance. For the biologist, race is a technical term. Defining black or white, Jewish or English or Irish as a social or biological description is a variation is an important concept which geneticists are helping to clarify, but they are not helping to clarify the social with the biological and the stock in trade of thought."

"Today a person is black or white on the basis of colour, yet this is determined by a small number of genes. A person may have more genes deriving from his ancestors than from his parents, but not have the same 'black' or 'white' as his parents. It would do a valuable job of debunking myths and clarifying concepts."

"Intelligence" is, and is impossible to know. It is a thing more than the sum of the parts.

It quotes the statistician, Ronald A. Fisher, who said: "The women scored about 10% below men until it was equalised."

It was that the school achievement was for the simple explanation, but it was put forward in a statistical proportion of 10% below men until it was equalised.

The council, which has been set up as a charity for the purpose of research into the causes of educational underachievement, will publish a report on the metropolitan boroughs.

Results will probably be published quarterly. Schools in Sheffield, Oxford and Inner London will be among the first to be scrutinized.

Supporters of the council, including teachers, parents and education officials, will provide information.

Announcing the move at the council's conference in London on Sunday, Dr Boyson released a level results obtained by comprehensives in Manchester. They had been gathered, he said, without the cooperation of the LEA.

In relation to public comprehensive results, Mrs Shirley Williams, with the concurrence of Labour-controlled education authorities, was supporting one of the biggest controversies in British education.

Out of 10 education authorities, only six out of 26 comprehensive schools had more than 50% A level passes and only two of these had more than 25% A level passes. In Manchester, only six out of 26 comprehensive schools had more than 10% A level passes and only two of these had more than 5% A level passes.

Dr Boyson's argument that exam results should be published to allow parents to make informed choices on the school they send their children to is unlikely to make much impact on the parents themselves.

A survey carried out last year by the Great London area Conservative Party revealed that only 10% of five parents would choose a school on the basis of exam results.

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Manchester heads reacted strongly to the publication of a league table of the level results of individual comprehensive schools in the city this year.

The conclusions drawn by Dr Rhodes Boyson, very spokesman on education, about the effects of comprehensive reorganization in the city are, however, challenged by a report published last year by the chief education officer, Mr Dudley Riske.

This revealed that a long term decline in the city's A level results had set in before the first non-selective intake of pupils at A levels in 1974.

From nearly 70 per cent in 1964 the A level pass rate fell to 56 per cent in 1976. In the last two years, however, the decline has been halted.

A possible explanation, the report suggests, was that social and demographic changes in the inner city areas were altering the ability range of the children entering the schools.

Mr H. Tomlinson, head of Birley High School (836 pupils, 10 A level passes), said:

Dr Boyson's campaign on exam results

Heads angered by use of figures for political ends

Dr Boyson's figures were misleading. They implied that a bright child would not reach his best in an inner city comprehensive. In fact such schools tried harder than most to get good results.

"There are fewer bright children in deprived working-class areas than in affluent middle-class ones. The free parental choice system now operating in Manchester also means that ambitious parents tend to send their children to the former grammar schools."

Mr R. D. P. Smith, head of the Central Boys' School (983 pupils, 29 passes), said he would not object to publication results in a "methodical and thorough manner", but these figures were merely to be used for political ends. In this form they would not help inner city schools like his, especially since the results this year were not representative of the school's performance as a whole.

Mrs E. L. Wilde, head of the Central Girls' School (1003, 40 passes), was "shocked". Several years ago, she said, heads had decided that such results should not be published.

Comparisons were difficult. Intakes differed and so did exam policies. A high proportion of failures might mean, as in her school, that anyone who wanted to was allowed to try A levels.

Miss W. Blackburn, headmistress of Brookway High School (973, 21 passes), was disappointed by an "unfair picture". The figures, she said, did not reflect the many children with good O levels, who went into jobs or further education.

Mr Jack Schinfeld, head of Spurley Isy (1999, nine passes), said his first reaction had been one of "outrage and horror". "I was amazed that information which could affect the welfare of the children and the careers of the teachers could be exposed in so unprofessional a manner."

It would be better to concentrate on steps to break the cycle of deprivation in education.

Mr Albert Pope, head of Nowell Green (850, 11 passes) said he was not worried by the publicity. But he objected to being classed as a "sink" school.

"For a start we were formed from two secondary moderns and that's 90 per cent of the city. But our sixth form is growing and we've had A grades in 10 levels in just about every subject."

Dr Martin Ford, head of North Manchester Boys' School (1136, 90 passes) said he had had no inkling that figures were to be published. His good results were easy to explain. "We were created out of a very prestigious boys' grammar school. And in this area of the city we are fortunate in where we draw our pupils from."

Mr Colin Crafts, head of Charnley School, (1121, 48 passes) said parents already knew the schools' academic record. Every one received a brochure detailing of academic and sporting results when a child first arrived. "What is the point in hiding it?"

Dr Boyson was unrepentant this week. The argument that statistics might be misinterpreted was, he said, "In we not look at public opinion polls in politics or publish business balance sheets?"

"People had a right to know what their schools were really like."

Quarterly bulletin of results planned

Academic achievements in comprehensive schools are to be investigated by the National Council for Educational Standards, according to Dr Rhodes Boyson.

The council, which has been set up as a charity for the purpose of research into the causes of educational underachievement, will publish a report on the metropolitan boroughs.

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Dr Boyson: denies unfairness

But parents may be unlikely to act on results anyway

Dr Boyson's argument that exam results should be published to allow parents to make informed choices on the school they send their children to is unlikely to make much impact on the parents themselves.

A survey carried out last year by the Great London area Conservative Party revealed that only 10% of five parents would choose a school on the basis of exam results.

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There was no cover up—DES

The Department of Education rejected Dr Boyson's claim that the Education Secretary, Mrs Shirley Williams, was involved in a "cover-up" of exam results.

A department spokesman said: "It is entirely a matter for head teachers and local authorities as to whether they publish exam results of individual schools. We publish in our annual statistics the results of various types of school. We do not go into details of individual schools."

It would be a mammoth exercise to publish the results of 5,000 individual secondary schools.

In 1960-61 when there were few comprehensive schools 9.4 per cent of the secondary school age group took A levels. In 1975-76 when more than 70 per cent of secondary school children were in comprehensives 17.9 per cent of the age group took A levels. In 1960-61, 8.2 per cent of the age group passed one or more A levels, while in 1975-76 the percentage was 15.8; 6.5 per cent passed two or more A levels in 1960-61 but this percentage had risen to 12.8 in 1975-76.

Mr Fred Jarvis, general secretary of the National Union of Teachers, said Dr Boyson's comparisons were crude and misleading and circumstances and environments as though they were the same.

Dr Boyson was also criticized by Mr Peter Smith, assistant secretary of the Assistant Masters and Mistresses' Association, who described his attack as a "disreputable stunt."

Education for the Inner City

Conference sponsored by IBM United Kingdom Limited, 26 January 1979 Churchill College, Cambridge.

THEME:

The contribution that education can make to the improvement of life in the inner cities.

SPEAKERS:

TESSA BLACKSTONE, Central Policy Review Staff.
NICHOLAS DEAKIN, Deputy Director—GLC Intelligence Department.
PROFESSOR MAURICE ROGAN, Head of Government Department, Brunel University.
DAVID QUINTON, Child Study Unit, Institute of Psychiatry, University of London.
PROFESSOR MICHAEL WHITE, Head of Department of Child Study, Institute of Psychiatry, University of London.
PAT WHITE, Principal Careers Officer, LEA.
PAUL WILKINSON, Head of Centre for Educational Handicap, Manchester Polytechnic.
MICHAEL MARLAND, Headmaster, Woodberry Down School, London, (Conference organizer).

The conference will be of interest to teachers, headteachers, advisers, college of education lecturers and administrators who are directly involved in inner-city education. The charge for board and college accommodation for the four days will be £42. For further details and application form write to Education for the Inner City, Conference Office, 22 Compton Terrace, London N1.

Closing date for receipt of applications 31 October 1978. The proceedings will be published by Heinemann.

PERSONAL COLUMN

John Rae The image makers

It is not so long ago that public school heads would have recoiled in horror from the idea that the Headmasters' Conference was associated with a public relations firm. The horror would have been partly hypocritical, public school heads, from Dr Arnold to Cane, Shrewsbury, have seldom been slough operators in the public relations field.

Recently, however, the need for more professional advice in this area led the Independent Schools to turn to a public relations firm to help them. They have had no reason to regret the move. The public relations firm, however, has not been a success. It has not been able to make the school's public relations more effective. It has not been able to make the school's public relations more effective. It has not been able to make the school's public relations more effective.

Public relations are not a means of distorting the truth, but of removing the distortions that already exist in the public mind. One obvious distortion is that the comprehensive schools are the best. This is a distortion. It is a distortion. It is a distortion.

There are maintained schools that for a variety of reasons fail to provide the quality of teaching and the intellectual challenge needed to stimulate the able child. There is nothing to be gained from covering up that aspect of the truth. But there are other maintained schools where there is a certainty of high standards. These schools are the ones that should be publicized. These schools are the ones that should be publicized.

Of course, every school has a number of useful public relations points. School submitted candidates to Oxford. Of course, every school has a number of useful public relations points. School submitted candidates to Oxford. Of course, every school has a number of useful public relations points. School submitted candidates to Oxford.

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by Michael Holt

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Paisley prepares to lead exodus from state system

from Paul McGill in Northern Ireland

The Reverend Ian Paisley's Free Presbyterian Church of Ulster plans to set up independent Christian schools attached to its 40 or more congregations throughout Northern Ireland.

To most people in the province, the schools seem to be solidly established, dominated by Protestant clergy and cherishing the principles of religious instruction and high moral values. Certainly many Catholics who favour integrated education are put off by their strong Protestant flavour, rather than by any tendency towards secularism.

In the Free Presbyterianism, however, publicly owned schools have failed because they have strayed from traditional teaching. They have caused the rise of a generation that rejects the Bible by teaching the theory of evolution, the church claimed in a statement last week which denounced the new scheme. The statement also attacked the teaching of sex education and the use of obscene books.

The general secretary of the mainly Protestant Ulster Teachers' Union, rejected the criticism of the schools and argued that the majority of children got no religious instruction at all except in the schools. "Teachers are striving in

very difficult circumstances to halt the decline in moral standards, often without the help of parents", he said.

The right of the Free Presbyterian Church to set up its own schools is generally accepted but many commentators have doubted its feasibility. Independent schools receive no grants from public sources and even if local churches are used as premises, costs are bound to be high.

Although the announcement could have been a propaganda move, nobody who has seen the remarkable growth of the Free Presbyterian Church over the last decade or so can doubt that the idea of independent schools could flourish.

Moreover, the convener of the church's education committee nullified his earlier doubts when he declared he was "absolutely confident" that the first school could open in the Co Tyrone village of Killybeggs next September.

Supporters of religiously integrated schools are likely to have mixed feelings. On the one hand, if every sect is to have its own schools, then the job of bringing together the different creeds could become almost impossible.

On the other hand, if Free Pres-



Ian Paisley: theory of evolution should not be taught.

byterian and people like him leave the state system, the backbone of Protestant resistance to integration is removed and state schools could well become more acceptable to Catholics.

Of course, Catholic opponents of integration are likely to make mileage out of the claim that the Free Presbyterians are admitting that the Catholic Church has always said that schools must be infused with a religious ethos and that requires separate schools.

The similarity between the Free Presbyterian case and that of the Catholics could encourage the Free Presbyterians to apply for maintained school status. This would mean they could get 85 per cent grants towards capital costs and 100 per cent of running charges thereafter. In return they would have to concede one-third Education and Library Board representation on each school management committee.

This is the system under which almost all Catholic schools operate, but the Education Boards and the Department of Education must agree to accept the school as a maintained school. At a time when pupil numbers are falling—even in Catholic areas—this would mean a new school, they would presumably be entitled to, one as would

Asian prospects

Life after school and college may contain a rude shock for the Asian children who shone so brightly in their exams. A new report suggests that discrimination will be only part of their problem. Caroline Haydon reports

Schools have wisely refrained from boasting about how they provide for children who come under the rather clumsy umbrella title "ethnic minority group". Yet just occasionally they allow themselves the odd pat on the back for the way they are coping with one group—the Asians.

After all, they are a group which appears to be doing well. Recent studies have indicated that not only do Asian pupils keep up with their white classmates, they often outstrip them, a not inconsiderable achievement when language and acculturation difficulties are remembered.

Any popular stereotype has it that these successful students are less likely to lengthen the day queues than West Indians since they tend to go straight into the family business.

But two new studies from Leicester and Walsall have produced evidence that this is not always the case.

sample was in full-time further education, compared with only 8 per cent of the white. Some 10 per cent of the Asians and 7 per cent of the whites were unemployed.

It was clear, says the report, that Asians experienced greater difficulties in finding jobs than their white peers.

When it comes to explaining why two groups with very similar educational qualifications fared so differently, the CRE, in an introduction to the reports, makes no bones about blaming discrimination.

The studies suggest that young Asians are affected by the "cumulative effects" of prejudice and "barriers" to employment is widespread—above all at recruitment stage—the conclusion says.

It adds that the Asians face another drawback—the lack of a helping hand through the career jungle. White parents advise their children or even, more usefully, get them introductions to employers.

Asian children were therefore far more dependent on official agencies and on schools careers advisers.

Parental belief in the value of education was obviously one reason why there were so many Asians in colleges of further education, but another was simpler and more depressing—many were there because they could not find a job.

Asked why they enrolled at college, 21 per cent of the Asians indicated it was through necessity. Only 2 per cent said they wanted college lessons because they did not feel proficient in English.

The majority—69 per cent—said they deliberately decided to go on to further education.

difference in the type of courses taken by Asians and whites. Ninety-one per cent of Asians were on full-time courses, and only 27 per cent of whites.

For the white sample it was clear that the majority in part-time FE were attending courses as a form of employment-linked training. Asians on part-time courses tended to be unemployed and studying for up to one and a half days a week with no alternative, says the report.

There were also so many Asians wanting FE places that Leicester was "unable to cope with the demand", and had to "bus" Asian students to colleges 10 or 15 miles away. That in itself produced a "hardship" racist reaction from some of the white students.

The two studies differ over how high up the career hierarchy they found Asians. The Walsall group, which interviewed random samples of leavers, sent out questionnaires and interviewed career teachers, takes the large numbers of Asians in FE as evidence that their job aspirations are higher than those of the whites.

Unlike their white working class peers, have not, says Walsall CCR, been socialised into "realistic" (readable) job aspirations within the context of the jobs available on the local labour market.

The Leicester group prefers to emphasise that the difference in the numbers of Asians and whites in FE "cannot be attributed to aspirations alone". It is also important to remember that many of them have already tried to find a job and failed, or have had difficulty in pursuing certain courses at school, it says. In any case, the report adds, "it is not always realistic" expectations—they were concerned mainly with secretarial or technical jobs.

Nonetheless, both studies agree that the Asians show an intense faith in education which is only too likely to be dashed the minute they walk out through the school or college door.

They agree that in every case the white boy has more chance of success and the Asian girl the least. And they pose some worrying questions about what happens when the Asian's bubble of illusion about his educational future is finally burst.

Aspirations versus Opportunities is published by the Walsall Council for Community Relations and Leicester Community Relations Council in conjunction with the Commission for Racial Equality. Available from Leicester CRR, 24 Park House Street.

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Mystery of unfilled apprentice places

by Jill Sutton

Twelve engineering apprenticeships are going begging at a backdrop of College of Technology and Art—the biggest of its kind in the north-west. Mr Michael McAllister, the principal, has called for an investigation.

"It appears to be a terrible indictment of the whole education system," he says.

Mr John Green, a leading trade unionist, has questioned whether youngsters are missing out because of a lack of communication between schools, careers services and local engineering firms.

"Many teachers, albeit with the best will in the world, go from school to college and university and back into school as teachers," he said. "They have no idea about what goes on in the world of industry and are the last people to encourage children to join the vital world of engineering."

McAllister says he and heads of departments at the college were shocked when, at a meeting with local engineering concerns, they discovered that far from having queues for the first-year course in engineering, there were a dozen vacancies.

Local careers officers told him they could not fill the places although the training could lead to good jobs as skilled workers.

Students are recruited for the 70-odd places from local industry, through a consortium of small firms which bands together to bring in a specified number each year, big firms which take on their own apprentices, and the Engineering Industry Training Board, which has its own centrally-funded award scheme.

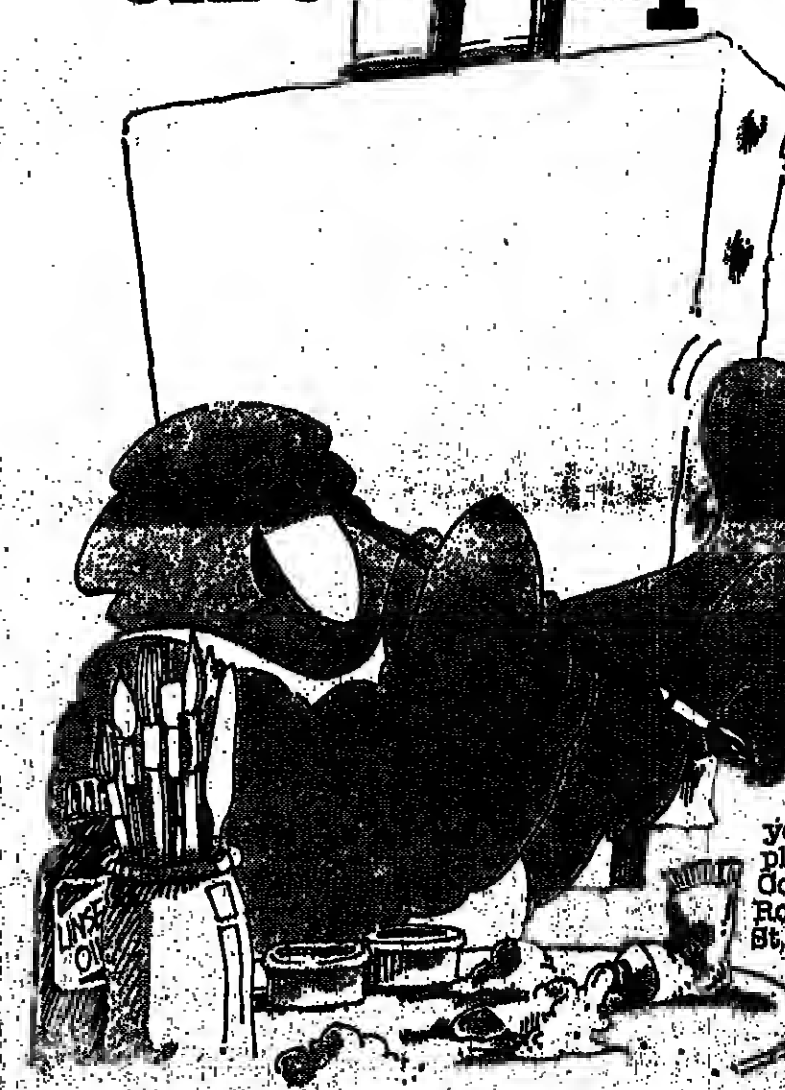
"Clearly something has gone wrong with the system," said Mr McAllister.

Eight unemployment was, frankly, eye-opening. The problem, "The youngsters are responding in a positive way to the economic climate and the gloomy talk about the future of engineering. Constant strikes among toolroom workers at the moment does nothing to alloy their faith."

He alluded to advice youngsters take any job that's going if they're out of work. "And it is also apparent that skilled men are not being enough by comparison with the unemployed, who don't have to spend four years of apprenticeship."

Mr Green, who is a lecturer at the college and a member of Blackpool Trades Council, wants a special register to be set up to help the young unemployed.

Let their imaginations take wing on our art competition.



We're running a pictorial competition for young people on the theme "Telecommunications in day-to-day life and in the future." This is being organised in association with the International Telecommunication Union.

Entries should show how young people imagine telecommunications will develop and what their effect will be on family life, mass communications, economic and social development and fostering understanding among people. Photographs, drawings, paintings or other illustrations can be submitted.

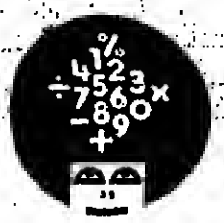
And entrants will be grouped in three categories: 8-13, 13-15 and 15-18.

There will be 180 prizes adding up to £3,750. We believe it's the perfect subject for a project.

We are in the process of mailing information to all schools. However, if you'd like a personal copy of the rules now, please drop a line to Colin Wise, ITU Pictorial Competition, Post Office Telecommunications, Room 455, Union House, St. Martin's-le-Grand, London, EC4A 3AR.

Post Office Telecommunications

MAKE IT COUNT



FEEDBACK MEETINGS

The National Extension College is holding three one-day feedback meetings to discuss the experience of the first transmission of 'Make It Count'. We want to hear from those people who were involved in organising, producing and teaching the programme. The meetings at the college will be on learning lessons for the future from the 'Make It Count' experience.

The meetings will be held in Bristol (1 October), Leeds (14 October) and London (20 October). Full details are available from Bill Coleman at NEC.

NATIONAL EXTENSION COLLEGE
18 Brooklands Avenue
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Part-time Correspondence Tutors

The Green Earth.
(Introductory Ecology Course)

The National Extension College requires additional part-time correspondence tutors for The Green Earth course. This is a basic Ecology course linked to the Theme Television Series. Full details, which state in detail the duties and responsibilities of the tutor, are available from Bill Coleman at NEC.

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Pilot's progress

by Wendy Berliner

Mr Malcolm Thornton, the 39-year-old Conservative who is the new head of the Association of Metropolitan Authorities Education Committee, is busy charting what is likely to be a controversial course.

As a senior river pilot on the Mersey he is used to negotiating dangerous waters but whether the Labour opposition is going to be as much along this classed route is open to question.

His aim is to see the committee administer a new round of education issues which he believes are crucial to the future of the education service.

He feels that the committee has been bogged down by detail during the last couple of years and has failed to grasp the nettle of major issues such as parental choice, falling school rolls and standards of nursery and literacy.

He is anxious to keep the consensus of opinion that was the feature of the committee before it became chairman earlier this summer but he will probably be disappointed. Although Labour members may have been willing to strive for consensus at a time when the political sides were equal it is unlikely they will wish to continue this system when they are in the minority and have nothing to gain.

But Mr Thornton is likely to be unbothered. He is the sort of man not put down easily, in spite of being a comparatively new boy to

what he was on their side. One described him as "the sort of man you cannot get angry with". But in spite of the fact that he seems to have made endless friends and no enemies on either side of the political divide he is still an unknown to them. He is deemed a moderate but claims to have strong views "on a whole variety of subjects".

After four years more of his Labour opponents feel that they still do not know what those views are and think that his true colours will be nailed to the mast only now as his chairmanship of the committee begins in earnest.

Malcolm Thornton is a great believer in the consensus of opinion on educational issues which has been coming from all sides of the political spectrum.

"There is a huge amount of common ground and unanimity of opinion. The issues which unite us are greater than those which divide us. One of the things that has impressed me about my work is the A.M.A.'s belief in the tremendous political partnership between the Labour and Conservative parties."

How long that will last with a Labour group no longer obliged to be so polite is open to question. Presumably his views on selection for secondary education will be incapable of commanding themselves in the opposition. He brought back because, as he says, education should be geared to the needs of the individual child.

"Every parent knows that children's needs differ physically, mentally, emotionally and socially. It is the duty of the education system to try to teach everyone in the same way, right through senior school. It is an absolute nonsense."

Any stigma attached to children who do not follow the same path as the majority is to be paid for higher standards. Mr Thornton said the teachers were embarrassed by their generous salaries. Though the exact starting equivalent had yet to be calculated, his will be at the top of a scale rising to about £18,500.

Nursery teachers will be paid between £6,000 and £10,500, primary teachers £6,500 to £12,000 and secondary teachers £9,000 to £16,000, all rather different from the £2,954 to £6,521 Burnham scale and even the £11,344 top rate for a headmaster in the State system.

Not surprisingly, competition for jobs in these schools is tough. Mrs Anne Day, formerly an industrial manager, was interviewed in English, German and French for the job.

The only other British teacher appointed so far, Mr Arthur Bates, Wollasey Grammar School, European School, worked for four years in the Luxembourg government school in Warwickshire.

The object of these schools is to provide education for children in the language and according to a common curriculum in order to make it easy for children to move with their parents. Perhaps

He first came onto the Wollasey Council in 1971, became chairman of the housing, education and passenger transport committee. When Wollasey was merged with other local government organisations came its leader, but lost first three years resigned the leadership to concentrate on national work in education.

Now he is a potential candidate for a marginal seat in the House of Commons. Just a 2.85 per cent Conservative vote in Parliament.

He is itching to see some colleagues in the Cabinet Minister. He is certainly not his own personal has every chance of a way on past the rubber beach of the A.M.A. Education Committee.

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Bob Doe visits Britain's first European school where the underlying teaching philosophy is literally built into the brickwork

How the Euro-children are schooled for a communal future

A first British school dedicated to producing the next generation of Europeans opened its doors on Monday to 60 children and to the highest-paid teachers in the country.

It is sited at Colham in Oxfordshire, where the Joint European Project (JET) atomic energy project is housed, and will educate the children of Conman Market Commission employees. There are eight other European schools in Luxembourg, Belgium, Germany, Italy and the Netherlands.

About a dozen Culham pupils are aged 14, although the school will eventually cater for 600 children between four and 19. Instruction is in any of the official community languages and staff have been appointed by the government.

The headmaster, Mr Darok Hurd, accustomed to running unconventional educational establishments, was principal of Culham's unique blend of a residential adult education centre, the Eastchamptons Park National Centre in Wokingham.

Mr Hurd said the teachers were embarrassed by their generous salaries. Though the exact starting equivalent had yet to be calculated, his will be at the top of a scale rising to about £18,500.

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predictably, the curriculum includes a strong dose of European ideology. Part of a rubric that has to be incorporated literally into the fabric of every European school, says: "Here, while all pupils will be taught their own country's language, literature and history by teachers from these countries, they will all at the same time become accustomed from childhood to speak other languages and absorb the combined influences of different cultures which together make up European civilisation."

"Educated side by side, untroubled from infancy by divisive prejudices, acquainted with all that is great and good in the different cultures, it will be born in upon them as they mature that they belong together."

Without ceasing to look to their own lands with love and pride they will become in mind Europeans, schooled and ready to complete and consolidate the work of their fathers before them to bring into being a united and thriving Europe."

Asked about the idea of a school with political aims, Mr Hurd likened Culham's philosophy to the "God, King and country" outlook of many public schools.

JET employees are presumably recruited for the scientific expertise rather than their political views, but according to Mr Hurd, most of the parents are keen Europeans.

If they are dissatisfied with the school they have representatives on the school's governing body which meets in Brussels. The teachers are represented on this board, too, as are each of the governments.

The governments also nominate their own school inspectors who travel to each European school regularly. Mr Hurd said he had been inspected six times a year at the Culham school.

Parents are represented on the education committees that draw up guidelines for the common curriculum. These inter-school committees include teachers and inspectors and decide on syllabuses. They lay down educational objectives but teachers have some discretion on how these are achieved.

Children transfer from the international nursery class at the age of six into specific language sections for most of their learning. At Cul-



"Educated side by side, untroubled by divisive prejudices..." Culham staff earn anything from £6,000 to £16,000.

ham there will eventually be Dutch, English, French, German and Italian sections, although music and sport are done together.

Pupils are encouraged to learn three or even four languages and, by the third year of their secondary schooling, may be taught subjects like history and geography in a second language. Culham will be administered in English, though children are allowed to use whatever European language they like to make themselves understood.

Maximum permitted class size is 32, after which another teacher is appointed and the class divided. For languages the maximum permitted class size is 25. From 11 to 19 pupils work towards the European Baccalaureate, recognized for university entrance in all the nine countries.

Mr Hurd summarized the school's ethos as "attendance to hard work with the minimum of distractions".

All this appeals to some parents, it seems. Already the school, which is housed in the former Culham nuclear training college, has received inquiries from nearly 100 parents from as far afield as Reading, Slough, Oxford, and High Wycombe.

"It is heartening that so many parents are so European minded that they want their children brought up in European schools", Mr Hurd said. But so far all such requests have been turned down except in the case of some French expatriate children. Though the head does not rule out the possibility of taking some British pupils whose parents are not EEC employees, he said: "We must not create a largely British school with other language sections."

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Poly awards no-exam student upper second class degree

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Minister presses ahead with teacher training reforms

PARIS
Despite warnings from the Fédération de l'Education Nationale the French teachers' TUC, M. Christian Beullac, Minister of Education, is to press forward with the programme of reforms in teacher training introduced by his predecessor, M. René Haby.

New approaches to the selection and training of both primary and secondary school teachers have long been regarded as crucial to the success of "comprehensive" education. Union attitudes are both ambiguous and critical of the government's policy. A meeting with the Prime Minister, M. Raymond Barre and the Minister of Education late last month produced proposals to meet some of the unions' demands.

Particularly important in improving the relationship between teachers' representative and the Ministry has been the publication of two decrees. The first abolishes the competitive entry examination for admission to teacher training colleges, the second modifies the position of teaching auxiliaries.

The old system of separate examinations for girls and boys is to be replaced. It was abolished as discriminatory in 1975 by Mme. Françoise Giroud, then Secretary of State for the Feminine Condition.

In future, separate examinations will be held in those départements where the proportion of primary school teachers of the same sex is more than 65 per cent. Current estimates suggest that around 67 per cent of kindergarten and primary school teachers are women. Mixed entry examinations, it is felt, would only accentuate this, particularly since girls are more successful at examinations than boys.

Though directed ostensibly at correcting the imbalance in this sex ratio of pre-primary and primary education, the overall significance of this decree lies in the secondary sector. The Syndicat National des Instituteurs et Professeurs du Collège, the major secondary school teachers' union, has long been pressing for the right of primary school teachers to hold posts in secondary schools following re-organization. Mixed entry examinations would mean in the long run that many posts in secondary education, at present held by men, would be taken over by women.

Under the second decree, the competitive examination is to be opened to part-time auxiliary teachers. Currently, there are around 5,000 teaching auxiliaries, none of whom have any guarantee of employment. Some are recruited on a yearly basis, others by term.

Children get help to enjoy the arts

from Colin Narbrough

COPENHAGEN
A three-year campaign to improve culture for children at a cost of 20 million kroner (£2.3 million) is called for by a special group of Swedish Education Department.

Chairman of the Children's Culture Group, Mr. Kersin Jordan, argues in a report to the department that it is essential to provide children, as well as adults, with better access to music, film, theatre, the written word and art.

The 200-page report follows an announcement earlier this year by Education Minister Jan-Erik Wikström of plans to promote development in this area.

Problems covered range from the development of leisure centres for children to town planning from the child's angle, culture as part of social welfare and the mass media's impact on child audiences.

The culture group call for urgent measures in all areas. It wants for only more financial resources but also organizational changes and notes for the training of specialist staff. It would like local authorities to play a major role in meeting the cultural needs and suggests taxation changes to compensate the poorer authorities.

All children in Sweden should have the chance of a place in a preschool that stimulates various forms of artistic expression, it says.

State efforts should be primarily focused on the young people who do not, at present, participate in any cultural activities and cultural institutions with state support should concentrate on child and youth activities within their own spheres.

The report also proposes special government grants for "poorly stocked libraries and making libraries, youth clubs, and schools to give children easier access to books and films."

Politicians find face-saving formula

from A. S. Abraham

BOMBAY
After 16 months of vacillation, committee meetings and conferences, the federal government has decided to keep India's formal education system unchanged.

All children in India should have the chance of a place in a preschool that stimulates various forms of artistic expression, it says.

State efforts should be primarily focused on the young people who do not, at present, participate in any cultural activities and cultural institutions with state support should concentrate on child and youth activities within their own spheres.

The report also proposes special government grants for "poorly stocked libraries and making libraries, youth clubs, and schools to give children easier access to books and films."

Chicken in return for a lesson or two...

MEXICO CITY
The Ministry of Public Education has admitted that there are no primary school teachers who have no qualifications or training for their jobs.

It will cover all teachers in the federal, state and municipal service, as well as those working in private schools.

But what the authorities have not mentioned—or conveniently overlooked—is the fact that a lot of the untrained teachers are living in the hinterlands, eking out a precarious living.

Classes disrupted for half a million

from Clive Cookson

WASHINGTON
Many states will be voting in November on measures similar to California's Proposition 13 to cut local property taxes (and therefore school revenues) and/or limit local and state government expenditure.

The most interesting contest is likely to be in Michigan. There three proposed amendments to the State Constitution will be on the November ballot. One would fix each year's state spending and taxes to a percentage of the gross personal income of state residents. The second would cut local property tax by 50 per cent and limit state income tax.

But it is the third that most alarms Michigan education spokesmen. It would stop financing education by local property taxes and institute a state-wide voucher system instead (YES July 21). Vouchers would be used to send children to private, parochial (church) or public schools.

Boycott of management board polls

from John Walshe

DUBLIN
The Irish National Teachers' Organisation (INTO), has decided to boycott next month's elections to management boards to run the country's 5,500 schools.

The union will not allow its members to stand for election to the boards which were set up by the government to help with the arrangements for elections to parent representatives.

The union is demanding an overhaul of the boards which were introduced on an experimental basis three years ago and has asked Education Minister Mr. John Wilson to allow the outgoing boards to remain in office until such review is completed. He has refused to do so.

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Can they survive?

The closure of its school often proves to be the kiss of death to village communities. In the feature pages this week :

Adam Hopkins explores from Herefordshire the drawbacks

Jonathan Croall talks in Suffolk to the founder of the Centre for Village Studies

Federate, or die

... of Cambridgeshire village schools by Somerset-Sykes

Keith W. Stone

Rugby	350	21	1	—	6
Tiffin S, Kingston	250	—	—	3	2
Aylesbury GS	240	—	1	1	4
Bristol GS	305	—	—	1	2
Christ's Hospital, Horsham	267	—	—	4	—
Covey	420	22	—	3	1
Maldstone GS	325	—	—	4	2
Westminster	284	54	—	1	1
Abingdon	239	—	—	4	1
Hampton	245	—	—	—	2
Hilgatte	213	—	—	2	2

5	4	12	Kent College, Canterbury	119	5	2	4	2	1
4	12	12	King Edwards, Bath	136	1	1	2	1	1
7	3	11	Lancing College	280	17	1	1	4	1
7	3	11	Leeds GS	284	1	4	4	1	1
2	2	11	Magdalen College SS	152	—	2	1	2	—
2	2	11	Oxford	276	—	2	1	2	2
3	3	11	Rodley College	171	—	—	4	—	—
4	4	11	Sedburgh	178	1	2	1	1	1
2	4	10	9ouabond HS	366	36	3	1	1	1
5	5	10	Stowe	200	50	—	3	1	1
5	3	10	Uppingham	264	—	—	—	—	—



Howard J. Brenton, playwright, who has been given a one-year fellowship in creative writing at Warwick University.

Miss G. M. Ellis, second mistress at Croydon High School, to be head of Streatham Hill and Clapham High School, South London.

Bodley's, Oxfordshire	90	83	2	1	1	1
City of London	100	100	2	1	1	1
Deerhurst, H. Maidhead	180	21	1	2	1	1
High Wycombe Royal GS	30	—	1	1	2	4
King's R., Canterbury	294	42	3	—	—	2
North Devon Collegiate	220	3	1	1	1	3
Queen Elizabeth GS, Blackburn	270	35	6	2	1	1
Seveconia	293	26	—	5	1	3
Shrewsbury	240	—	2	1	1	—
University College 9	270	—	—	—	—	—
Wotton GS	270	—	—	—	—	4
Birkenhead	233	—	—	—	1	4
Boscon College	280	30	2	1	1	2
Harrow	245	4	1	—	—	—
King Edward VI's, Northampton	320	—	8	2	1	1
Merchant Taylors', Southdown	231	—	—	—	—	5
Shrewsbury	294	—	1	3	1	1
Wolverhampton GS	163	—	—	—	—	9
Worship School	158	—	—	—	—	—
Arnold R. Blackpool	195	—	1	2	—	—
Bishop's, Stortford College	137	5	1	—	1	3
Dewulstide	280	—	1	1	—	—
Dr Chalmers's GS, Ayr, Ayrshire	275	—	4	1	1	—
Malvern College	281	—	3	1	1	1
Perse B., Cambridge	126	—	4	1	1	2
St. John's Sixth Form College	210	3	1	1	1	1
Southill	199	25	—	—	—	2
Tombridge	270	—	—	3	2	2
Twynfield College	197	2	1	2	—	2
Weymouth	210	—	—	—	—	2
Wytham Ladies' College	168	—	—	2	2	2

2	Bedford	296	—	—	—	1	1
9	Berkhamstead	160	—	—	—	—	1
9	Barnes (Bury Division)	224	—	—	—	2	1
1	Chaddo Hulms	130	130	1	—	1	1
4	Cheltenham GS	244	6	1	1	1	1
2	Clifton College	294	—	1	2	2	—
	Conne Alton, Newcastla	168	—	—	—	—	1
	Esbourne College	115	—	—	1	2	1
	Exeter	160	—	5	1	—	2
9	Goyton HS, Harrow	150	—	1	2	—	1
9	Holborn Heath's Aske's Girls', Elstree	—	156	1	—	1	1
9	Halebury College	270	48	1	2	1	—
9	Huddersfield New College	307	147	—	1	1	2
9	James Alton's Girls'	187	—	—	—	—	1
2	Judd S, Toorbridge	187	94	2	1	—	1
2	Leys S, Cambridge	159	—	—	1	2	—
9	Lycée Français de Londres	47	63	1	1	—	1
9	Norden HS for Girls	197	—	—	—	—	1
9	Price's College, Fareham	229	272	—	—	1	2
9	Queen's College, Taunton	83	3	1	1	—	—
9	Reudcomb College, Gloucester	47	27	—	2	2	—
4	Repton	207	20	1	2	1	—
9	Stanhurst College	195	—	2	2	—	—
2	Trinity S, Croydon	128	—	—	—	—	1
2	Windsor GS	146	—	—	—	—	1
1	Canford	186	43	—	1	1	—
2	Colchester Royal GS	186	—	1	1	—	—
7	King's College, Taunton	186	—	1	2	—	—
2	Martha S, Stroud	188	—	—	—	—	1
2	Oakham	270	100	—	—	1	1
2	Olcham S, Swansea	74	88	—	2	1	—
2	Bishop of Landeef HS, Gloucester	—	—	—	—	—	1

RES

TABLE 3.
RESTRICTED AWARDS

	Westminster	Sevens	Bishop of Llandaff H.S., Cwm Cyril	Cherwell	King's S., Caterham	Merchant Taylors, Northwood	St. Paul's	Wichster College	Bradford S.	Prison G.S.	King Edward VI S., Southampton	Leeds G.S.	Codrington
1	3	1	2	1	1	1	1	1	1	1	1	1	1
2	1	2	1	1	1	1	1	1	1	1	1	1	1
3	1	1	1	1	1	1	1	1	1	1	1	1	1
4	1	1	1	1	1	1	1	1	1	1	1	1	1
5	1	1	1	1	1	1	1	1	1	1	1	1	1
6	1	1	1	1	1	1	1	1	1	1	1	1	1
7	1	1	1	1	1	1	1	1	1	1	1	1	1
8	1	1	1	1	1	1	1	1	1	1	1	1	1
9	1	1	1	1	1	1	1	1	1	1	1	1	1
10	1	1	1	1	1	1	1	1	1	1	1	1	1
11	1	1	1	1	1	1	1	1	1	1	1	1	1
12	1	1	1	1	1	1	1	1	1	1	1	1	1
13	1	1	1	1	1	1	1	1	1	1	1	1	1
14	1	1	1	1	1	1	1	1	1	1	1	1	1
15	1	1	1	1	1	1	1	1	1	1	1	1	1
16	1	1	1	1	1	1	1	1	1	1	1	1	1
17	1	1	1	1	1	1	1	1	1	1	1	1	1
18	1	1	1	1	1	1	1	1	1	1	1	1	1
19	1	1	1	1	1	1	1	1	1	1	1	1	1
20	1	1	1	1	1	1	1	1	1	1	1	1	1
21	1	1	1	1	1	1	1	1	1	1	1	1	1
22	1	1	1	1	1	1	1	1	1	1	1	1	1
23	1	1	1	1	1	1	1	1	1	1	1	1	1
24	1	1	1	1	1	1	1	1	1	1	1	1	1
25	1	1	1	1	1	1	1	1	1	1	1	1	1
26	1	1	1	1	1	1	1	1	1	1	1	1	1
27	1	1	1	1	1	1	1	1	1	1	1	1	1
28	1	1	1	1	1	1	1	1	1	1	1	1	1
29	1	1	1	1	1	1	1	1	1	1	1	1	1
30	1	1	1	1	1	1	1	1	1	1	1	1	1
31	1	1	1	1	1	1	1	1	1	1	1	1	1
32	1	1	1	1	1	1	1	1	1	1	1	1	1
33	1	1	1	1	1	1	1	1	1	1	1	1	1
34	1	1	1	1	1	1	1	1	1	1	1	1	1
35	1	1	1	1	1	1	1	1	1	1	1	1	1
36	1	1	1	1	1	1	1	1	1	1	1	1	1
37	1	1	1	1	1	1	1	1	1	1	1	1	1
38	1	1	1	1	1	1	1	1	1	1	1	1	1
39	1	1	1	1	1	1	1	1	1	1	1	1	1
40	1	1	1	1	1	1	1	1	1	1	1	1	1
41	1	1	1	1	1	1	1	1	1	1	1	1	1
42	1	1	1	1	1	1	1	1	1	1	1	1	1
43	1	1	1	1	1	1	1	1	1	1	1	1	1
44	1	1	1	1									

Year	Team	Score	Opposition	Score
0	Rugby	1	Stoke	1
4	Abingdon	1	Stoke	1
	Cranford	1	Stoke	1
3	Colchester Royal C.S.	1	Stoke	1
	Exeter	1	Stoke	1
1	Huddersfield New College	1	Stoke	1
1	King's College, Taunton	1	Stoke	1
1	Madder College S., Oxford	1	Stoke	1
1	Madstone G.S.	1	Stoke	1
1	Manchester G.S.	1	Stoke	1
1	Marlborough College	1	Stoke	1
1	Maring S., Stroud	1	Stoke	1
1	Norwiche Royal G.S.	1	Stoke	1
1	Olchfa S., Swansea	1	Stoke	1
1	Southend H.S.	1	Stoke	1
1	Stowe	1	Stoke	1

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Hidden deprivations

Adam Hopkins

Continued from page 19

ents are prepared to make the scheme work.

Already other authorities have been to see the Cambridgeshire scheme and Norfolk and Humberside are adapting the idea for some of their own schools. To another part of Cambridgeshire, a group of three schools have approached the L.E.A. to discuss becoming the county's second federation.

For the rural child the scheme means contact with more children and more teachers—laying that unguay of the small schools' movement, the poor quality single teacher; an enriched curriculum—some of the schools will have music introduced for the first time; a more generally shared experience of early schooling to take into the middle school; a greater security—especially important in the reception child; and all this still taking place mostly in a child's home village.

The controversial issue of bussing has been neatly sidestepped—the teachers will be bussed instead. The children will only be driven to one of the other schools for "events", not lessons.

That's the intention — will it work? Alan Murrell, who has come into the federation from outside, wants the scheme running satisfactorily within 18 months. He feels he has got to be able to have results available—reading standards and maths, of course — to show that the scheme is working. The first term, he says, must reveal no detrimental effects; the second must show definite advantages. The pressure will be on the teachers more than the children.

His job is seen to be as much a public relations one as an educational one. But then most heads would probably claim, rightly, to require such talents. Still, he needs more than most. In one period of six weeks he chaired 33 meetings—of staff, parents and village organizations.

"There's not been much interchange between the villages up to now, and there's still a feudal distrust between villages, with sub-villages within villages. So it's a slow and delicate process to bring them together."

The big problem for Alan Murrell is the need to unify the schools—standards, curriculum, attitudes, subject matter. That means being "slightly more dictatorial than if you had just one centre". A single teacher will direct the teaching of pupils throughout the four schools, another will do the same for English. Team teaching is being introduced for some lessons.

But his aim is to discuss at length how you organize the curriculum without destroying teacher initiative. Loss of autonomy is certainly the main fear of the teaching staff. They all want the federation to succeed. "The scheme stands or falls on the staff—we are all dedicated to pull together," said one teacher. But that same teacher also expressed the general worry.

"Joyce Cave acknowledges the fear, but considers it unlikely to be realized. "As long as you don't try to dictate teaching styles and talk rather about content and right, I think it would be very threatening to some older members of staff to talk about changing style now—and not function very badly."

The federation must be accounted a bold move. But it may well only be a stop-gap for a few years, rather than a permanent answer to school closures. The reason is not to do with the scheme as such, nor with the skill and determination of staff and parents to make it work. It's the birthrate.

This school year sees a drop in the pupil population of the four schools from 128 to 98—a fall of 28 per cent. One of the schools—annexes—will have only eight children. The situation is hardly likely to improve. Cambridgeshire is not bucking the national trend; very little house building is going on. The area's children may well eventually be going to Chelvey after all.

If the federation does break up, even because of that thumbs-down birthrate graph, it will certainly be easier to shut down village schools. If it works—in this form or in one of the adaptations that are being developed elsewhere—it will be a major step forward to keep village schools alive.

Herefordshire offers a landscape where nine tenths of every prospect pleases. The red and white cattle, the black and white villages, the serpentine rivers, moorland and apple orchards all combine to suggest a land at peace.

That things are not so simple was quickly apparent when I set out last summer on a series of school visits in the former county (now part of the conglomeration of Hereford and Worcester). On most of these visits I was fortunate to have the company and comments of Pam Sherlock, whose work as an Open University tutor in the teaching of reading has given her an extensive knowledge of local schools.

It took little time to establish a fact already well known in Pam Sherlock's nursery that children in remote rural areas may suffer from many of the same troubles as inner-city children. As in the city, the worst of these spring from poverty and lack of human contact.

In school after school we were told that children from isolated farms and cottages could speak scarcely more than a few words when they first arrived in class. "I've got 10 little ones this year," said one infant teacher in the south of Herefordshire. "Six of them didn't know colours and couldn't count at all. They didn't know games like ring-a-ring-a-roses or Farmers in the Dell. They didn't know stories or nursery rhymes."

In a modest experiment in the north we circulated among a class of first-year infants, picking out those who seemed to have the greatest difficulty in putting their thoughts into words. Without exception, we found that these children came from remote addresses. Their parents, we gathered from the teachers, were often hard-pressed economically and extremely busy trying to make ends meet.

Probably the children were spoken to as little as children in high-rise flats in Liverpool or Glasgow. Perhaps there were no other children near by, and if there were, of the wrong age for them to become friends or playmates. And pre-school play groups, though on the increase, might well be miles away from homes which lacked transport.

"This means that country children lag behind in conversation," said Tegwyn Griffiths, then head of the primary school in Weobley, a stunningly beautiful Elizabethan village. "It makes it much harder for them when it comes to writing 'things down'."

"What you notice first is that the children don't talk very much," says David Barad, head of Shobdon primary, another village school. "When they are at home they are busy fishing or playing down by the stream. Their homes are very, very scattered. The mums will tell you that the kids are dying to get back to school after the holidays so that they can see their friends. Soothing is one of the main functions of country schools. What the children need is masses and masses of talk."

These unsystematic impressions were confirmed at every turn by those who had approached the question quantitatively. Dennis O'Donnell is now administrator in the county's education service. In the early 1970s he headed a study which revealed that while 15-year-olds from his highly rural catchment area performed at about national average in non-verbal reasoning tests (mainly involving mathematical and spatial brain-teasers), the same pupils were significantly below average at tests involving verbal skills.

An educational psychologist in the county told me that acute language problems of a non-neurological kind cropped up continuously. Though one would expect to meet only about one case in 10,000 children, she herself picked out each year from the 200 sent to her some 20 in this category—a statistically staggering number, totally disproportionate.

And, as one would expect, language difficulties are often paralleled by other troubles. Roland Summers is headmaster of Whitcross, a Hereford city compre-

hensive which also draws from the surrounding countryside. His previous job had been in St Helens near Liverpool.

Arriving in Herefordshire, he anticipated a vast difference in terms of the personal welfare of his pupils. "But there isn't," he said. "There are just as many broken homes, just as much distress. The problems are harder to see in rural surroundings, that's all."

Educational psychologists, who get a concentrated view of all problems, again confirmed this impression. We were told of a family who had to live for three weeks in a chicken hutch for lack of other shelter, of another family living in a house stinking of urine and with part of the wall and roof caved in, of a family where the father had had a heart attack through overwork, the mother had morbus sclerosis, and all the water had to be fetched from the brook. These, of

course, were the extremes, but even the picture seemed closer to the point described a hundred years ago in a vicar's diary than to what one might anticipate today.

But does this mean, as one might expect, that country schools are a dreadful place? The answer, unambiguously, is no. Often, they seem to be doing a successful job. In Shobdon, Gwent, Peterchurch and St Weonards, in Herefordshire, I visited schools that were in sound order, and in many cases having a success in helping pupils escape the isolation into sociability.

Take, for example, Michaelchurch Escley, a hamlet high up under the eastern ridge of the Black Mountains. The physical isolation is paralleled by that of the village school, which is surrounded on all sides by farmland.

Waiting them cheerfully away, he asks of observers that teachers in rural schools have a duty to know the language of the country. When they ask a child to "go and get a cow" but "Herefordshire" they have to understand what he means. Today, he may even be up to the teachers' strength and singularity.

It is common with many Herefordshire teachers that television is a "task" to remind the children—occasionally what he means. "Quist" for "quest" and "contump" for "mole". "Glating a hedge", I am glad to say, still in frequent use on the surrounding farms and deep into Breconshire. Glating means patching up the hedges.

It is difficult though, as Jeff Parker says, that most of the teacher training colleges which once specialized in rural education are currently being closed. "Young teachers today come from the cities, they are inbred to the conventions, and they go back to the conventions to work."

As we talk I become aware that the isolation of the school, and the lack of fellow-teachers to observe what goes on in the two classrooms, mean that the opportunities for unadventurous or even lazy teaching are immense. But half an hour in the school makes it plain that Michaelchurch Escley is not like that at all.

For a start, most of the older juniors can read, write and calculate to a standard that only the brighter children would achieve in some more troubled inner-city schools. The children's pictures take it plain that fantasy has not been driven out of the window in order to achieve this result.

One picture shows, for instance, a group of children dancing in a graveyard in the moonlight; another, a white horse on the shores of a lake in an enchanted landscape. The children themselves are "little shy", certainly, but up to the mark for and inescapably swept into the atmosphere of the school.

You can catch us the three boys here? The three boys go off with pleasure to get a ladder, visibly restraining the urge to run through the grass. (It is needed for a photograph, accompanying me on this, my second visit.)

I am puzzled by the sunniness of the atmosphere, the ease of relationships in a classroom where discipline is clearly a minimum requirement. But then an explanation occurs. In this tiny school, with deep bowing outside the window and no light else but clouds in visible movement, children and teachers are on the same level. They make a common front. It is as if this does not sound too much like optimism in a pessimistic era, but in the classroom.

The picture is taken from The School at Michaelchurch Escley, Herefordshire, by David Barad (1975).



Down to duck-pond level

Jonathan Croul

"People campaigning to save village schools should be aiming to broaden the basis of village life. You won't get the children unless the work and the housing are there."

Although George Delf regards as much as anyone the accelerating closure of village schools, his principal concern is with the long-term future of villages. He suggests the Save Our Schools campaigners are trying to do too little, too late. Which is one reason why he has recently set up the Centre for Village Studies, in the village of Yoxford on the eastern edge of Suffolk.

Isn't this a rather grandiose title for what is virtually a one-man show, operating from a converted stable and pigsty tucked away at the bottom of his parents' spacious garden? Well, yes, he agrees: "I'm very hesitant about getting the thing set in concrete: but it does give you an introduction to people and organizations." It also enables him to launch his Village Charter, a provocative and visionary, not to say Utopian, document, which forcefully encapsulates his personal ideas for rural renewal.

George Delf's proposal is that decisions on key issues such as education, housing, transport, employment and land development can and should be made at parish level. The thinking in the Charter stems from his view that village life has hit rock bottom, that most of the residents are frustrated by their total disconnection from decision-making. "I believe the no power should be removed from the individual unless there's a very good reason for them to be," he says. "Those powers should be the subject of fierce debate, otherwise people are left impotent."

He admits that, even where people may be sympathetic to the kind of notions enshrined in the charter, it will be a long and difficult process to start to shift power back to parish level. Adult political behaviour in villages, he classifies as "close to zero". Parish council meetings as "a mixture of the comic and the absurd".

For he sees a glimmer of hope in the

disenchantment of young people with the congested and decaying urban centres. In Yoxford itself, now something of an overspill village for Aldeburgh Festival folk, one or two young people are setting up their own business, accepting a lower standard of living than before. There's evidence that the same thing is happening elsewhere.

His hope is that the Charter will stimulate some hard thinking about the whole range of village problems, which he feels are currently the subject of "a massive cover-up". He hopes also that it might help to bridge the class divide that he sees as so many villages, so that they can move towards becoming genuinely democratic communities. "I'm trying to exorcise village problems in language and terms comprehensible to ordinary residents," he tells you.

His background—a childhood in India, English private schooling, a degree in languages at Cambridge, journalism in Kenya (where he wrote a biography of Kenyan independence, the secretaryship of the National Council, high level work with the European Cultural Foundation and the Friends World College—does not at first glance seem the ideal one for keeping in touch with the "ordinary" residents. He is quick to acknowledge the paradox: "People of my middle-class background expect me to behave in certain ways. But although I was brought up on one side of the fence, temporarily I'm on sympathy with the other."

There is no doubting the energy and commitment with which he is trying to put these compatibles and ideals into practice. As water comes on, he is aiming to get going a series of discussions on village life and development, for residents of Yoxford and also Aylham, Norfolk (where he spends some of each week). He also hopes that the Charter, which is still in draft and circulating among interested individuals, can be fed into local government discussions, as well as the thinking of the political parties.

More ambitious still, he is considering along with half a dozen others with a

similar interest in village regeneration—standing as a candidate at next year's European elections. In the 1965 Leyton by-election he stood as a disarming candidate, and realized then what a useful forum on election campaign can provide. "Standing as an Independent candidate for one of the East Anglian constituencies could be a good way of generating discussions on these issues; non-orthodox candidates often attract public attention," he says.

He feels strongly that European candidates should be closely identified with their constituency, and that those from the main political parties will be too bound by party discipline to serve the region's needs properly. This week he's attending a conference on "Regional Autonomy in Europe", run by the Danish Institute in Copenhagen, where he hopes to get funds for a campaign to promote regional pressure groups. With this in mind, he has produced a document which aims to "develop a new political movement designed to transform East Anglia into a thoroughly democratic and modern region, with its own links with Europe."

These broader activities do not appear to mean that local matters get pushed aside. Apart from building up at the Centre detailed information files on village issues, George Delf is negotiating with the Manpower Services Commission to set up a six-month study of the employment potential of a sample group of villages in East Anglia, using unemployed school leavers. He is also, with the persuasion of his son's secondary school to get the children discussing parish issues. Kids usually grow up with the sense that their local affairs are unimportant. Perhaps these discussions would enable them to see that "duck-pond problems" are related to the wider context?

Perhaps a discussion on why so many village schools are closing down would not be a bad piece to start?

The Centre for Village Studies is at The Old Vicarage, Yoxford, Saxmundham, Suffolk.

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ISLE OF MAN MILLENNIUM YEAR IS ADVENTURE YEAR WITH TRAILBLAZERS

1979 Season from May 7th to October 5th



• So much to learn, so much to enjoy — a thousand years of history. • Choice of 5 different holidays. • One FREE party leader place for every 10 children. • 7 day holiday from £56.32 includes return travel and VAT — reduced rates for second week.

Trailblazers' 5 exciting educational holidays for children from 9 to 16 are full of adventure, excitement, and expert instruction — under full supervision.

The Trailblazers camp site complex is set in exquisite scenery in Castletown and 1979 is Isle of Man's Millennium Year, so we'll naturally be joining in the celebrations. That means extra enjoyment for the children.

Please contact me to arrange a visit to the Trailblazers Show (tick box) ☐ Please send me Trailblazers brochure (tick box) ☐

Name

Position

School

Address

Tel. No. TES 2

County of Cleveland



SECONDARY SCHOOLS

All secondary schools are mixed comprehensive schools.

SCALE 1 PHYSICAL SCIENCE

Required as soon as possible a teacher of PHYSICAL SCIENCE to teach CHEMISTRY and/or PHYSICS to 'A' level standard.

The appointment will be a permanent one to the Authority and will, in the first instance, be to teach at ST. MARY'S R.C. SIXTH FORM COLLEGE (Roll 910) Salfersgate Avenue, Middlesbrough, Cleveland TS4 3JP (Tel: Middlesbrough 84880).

11-16 SCHOOLS

SCALE 3 CRAFT, DESIGN AND TECHNOLOGY

(Readvertisement)

ST. MICHAEL'S R.C. SCHOOL (Roll 542), Dunstable Road, Middlesbrough, Cleveland TS6 4AL (Tel: Middlesbrough 249977)

Required for January, 1979, a teacher to be responsible for CRAFT, DESIGN AND TECHNOLOGY. Applicants should be able to offer a second subject. Previous applicants will be considered. (Application forms returnable to Rev. D. Cahill, St. Patrick's Presbytery, Marsh Street, Middlesbrough, Cleveland.)

SCALE 3 HOME ECONOMICS

STAPYLTON SCHOOL (Roll 894), Church Lane, Easington, Cleveland TS6 8RA (Tel: Easington Grange 3000)

Applications are invited from suitably qualified and experienced teachers to be responsible for the HOME ECONOMICS Department.

SCALE 3 MUSIC

ST. PETER'S R.C. SCHOOL (Roll 995), Normanby Road, South Bank, Middlesbrough, Cleveland TS8 8SP (Tel: Easington Grange 3422)

Required for January, 1979 a suitably qualified and experienced teacher to be responsible for the development of MUSIC throughout the school.

SCALE 3 PERSONAL AND EDUCATIONAL GUIDANCE

BOYLTON SCHOOL (Roll 1,085), Hall Drive, Acklam, Middlesbrough, Cleveland TS6 7JX (Tel: Middlesbrough 83776)

Required for January, 1979, a teacher to be responsible for PERSONAL AND EDUCATIONAL GUIDANCE of Pupils throughout the school.

SCALE 2 CRAFT, DESIGN AND TECHNOLOGY

BOYLTON SCHOOL (Roll 1,085), Hall Drive, Acklam, Middlesbrough, Cleveland TS6 7JX (Tel: Middlesbrough 83776)

Required for January, 1979, a teacher for CRAFT, DESIGN AND TECHNOLOGY. Applicants should be broadly experienced and committed to 'O' level work.

SCALE 2 MODERN LANGUAGES

BYVALE SCHOOL (Roll 1,207), Marlborough Avenue, Middlesbrough, Cleveland TS11 9AR (Tel: Redcar 2832)

Required for January, 1979, a teacher for MODERN LANGUAGES. French is the main language with German as second. The teacher appointed will be second in department, teaching to 'O' level and 'A' level. He/she must be fully equipped in language skills. Ability to teach German is not essential.

SCALE 2 PHYSICS

SACRED HEART R.C. SCHOOL (Roll 811), Darwent Road, Redcar, Cleveland TS10 1BT (Tel: Redcar 73221)

Required for January, 1979, a teacher for PHYSICS. (Application forms obtainable from and returnable to Rev. O. Gush, Sacred Heart Presbytery, Lobster Road, Redcar, Cleveland. Tel: Redcar 4047.)

SCALE 1 TYPING

THE GRANGE SCHOOL (Roll 1,249), Oxbridge Avenue, Stockton-on-Tees, Cleveland TS19 4LE (Tel: Stockton 92511)

Required for January, 1979, a teacher for TYPING.

SCALE 1 WOODWORK/METALWORK

LAURENCE JACKSON SCHOOL (Roll 1,582), Church Lane, Gillingham, Cleveland TS14 8RD (Tel: Gillingham 33412)

Required for January, 1979, or earlier if possible a teacher for WOODWORK or METALWORK with an interest in Design and Technology.

11-18 SCHOOLS

SCALE 2 FRENCH

(Readvertisement)

HENRY SMITH SCHOOL (Roll 1,275), King Oswy Drive, Hartlepool, Cleveland TS24 9PS (Tel: Hartlepool 99799)

Required for January, 1979, a suitably qualified and experienced teacher to teach FRENCH throughout the school and to be responsible for the subject in the Lower School. Existing candidates need not re-apply but will have their applications considered automatically.

SCALE 2 ART

CONYER SCHOOL (Roll 479), Green Lane, Yarm, Cleveland (Tel: Eaglescliffe 792485)

Required for January, 1979, a well qualified, imaginative teacher of ART to lead the Art Department, which has excellent facilities and a full programme of Art Studies including 'A' level G.C.E.

SCALE 1 DRAMA/ENGLISH

EGGLECLIFFE SCHOOL (Roll 1,257), Urley Nook Road, Eaglescliffe, Cleveland TS19 0LA (Tel: Eaglescliffe 792485)

Required for January, 1979, or earlier if possible, a suitably qualified teacher to be responsible for the further development of DRAMA. Ability to teach English could be an advantage.

SCALE 1 GIRLS PHYSICAL EDUCATION

BRINKBURN SCHOOL (Roll 1,533), Skelton Road, Hartlepool, Cleveland TS25 5PF (Tel: Hartlepool 72399)

Required for January, 1979, or earlier if possible, a teacher for GIRLS' PHYSICAL EDUCATION.

SCALE 1 HISTORY

BRINKBURN SCHOOL (Roll 1,533), Skelton Road, Hartlepool, Cleveland TS25 5PF (Tel: Hartlepool 72399)

Required for January, 1979, or earlier if possible a teacher for HISTORY, to work mainly in the Lower School, but with the possibility of some O.S.E. work. Financial assistance with household removal expenses is available in approved cases.

Application forms and further details are obtainable from the Head Teachers/Principal at the addresses shown above, unless otherwise stated. Applications by letter should include detailed information regarding education, training, qualifications and experience to date, together with the names and addresses of three referees. Completed application forms and letters of application should be submitted direct to the Head Teachers/Principal at the addresses shown above within 14 days of the appearance of this advertisement unless otherwise stated.

Educational/Hostel Premises

Cliftonville, Margate, Kent

10,290 sq. ft.

Former substantial three-storey hotel of a total of 37 rooms. Planning consent for educational use. Freehold or lease available.

FOLKARD AND HAYWARD

CHARTERED SURVEYORS

115 BAKER STREET LONDON W1M 8AY
Tel. 01-835 7768

Didsbury School of Education

In Service Courses for Serving Teachers

Suitably qualified teachers are invited to apply for the following courses which will begin in 1979.

BED

with special reference to socially handicapped pupils. One year full-time or three years part-time.

BED

Two distinct courses, both three years part-time. Certificate in Language and Reading Development

Two years part-time.

Diploma in Urban Education

Two years part-time.

Postgraduate Diploma in Art Education

A part-time course leading to an MA in Art Education.

An MEd degree in Social Handicap

is expected to start in 1979.

Other specialisations may also be available.

Write for a leaflet and application form to: Ad-

missions (Inset), Didsbury School of Education,

Manchester Polytechnic, Withlow Road, Man-

chester, M20 8RR. Or phone 051-445 7871.

manchester polytechnic

BOROUGH OF HARINGEY

ENGLISH LANGUAGE RESOURCE CENTRE

This Centre is the base for a team of specialist teachers who work throughout the Borough with pupils needing help in English as a Second Language and in general language development. These teachers are also involved with in-service training within a multi-cultural context, and they meet together once a week for their own discussion and training.

We would like to appoint the following to join the team as soon as possible:

i) 2 Secondary Teachers

with experience of British multi-cultural schools and appropriate qualifications (e.g. RSA certificates) in teaching English as a Second Language. This teacher would be based in one of the borough's primary schools and would also be involved in in-service training with other schools and teachers.

ii) 1 Primary Teacher

with experience in multi-cultural nursery, infant or junior schools and experience or qualifications in teaching English as a Second Language. This teacher would be based in one of the borough's primary schools and would also be involved in in-service training with other schools and teachers.

There will also be a vacancy for a two-term appointment at Primary level, to replace a member of staff who is on secondment from January 1979.

All these posts carry a Scale 2 salary.

London Allowance (£402) payable.

Forms of application and further particulars (s.a.s.) available from the undersigned to be returned to Head of School by 6th October.

Chief Education Officer, Education Offices, Somerset Road, M17 9EH.

County of Cleveland

PRIMARY SCHOOLS

DEPUTY HEAD TEACHER (GROUP 4)

NORTHLANDS INFANT SCHOOL
Cargo Fleet Lane, Ottesby, Middlesbrough, Cleveland TS23 0DS

Required for January, 1979. A suitably qualified and experienced teacher. An ability to play a leading role in the development of Mathematics or Music in the school would be an advantage.

SCALE 2 POST

EVENDALE PRIMARY SCHOOL

Mount Level Road, Yarm, Cleveland
Required for January, 1979. A suitably qualified and experienced teacher. A commitment to co-operative teaching and individual learning is essential; an enthusiasm for mathematics/science in an integrated curriculum would be welcome.

SCALE 2 POST

MOST HOLY ROSARY R.C. PRIMARY SCHOOL

Movault Avenue, Billingham, Cleveland TS23 2BS
Required for January, 1979. A suitably qualified and experienced teacher with appropriate religious qualifications who will have the ability to make a major contribution to the curriculum. Some musical assistance.

Forms of application obtainable from and returnable to Father M. Keogh, Holy Rosary Parochial, Grosvenor Drive, Billingham, Cleveland.

SCALE 2 POSTS (TWO POSTS)

NORTON HIGH STREET PRIMARY SCHOOL

Norton, Stockton, Cleveland TS23 1DN
Required for January, 1979. Specially experienced and qualified teachers to be responsible for the development and the co-ordination of the following areas of the curriculum in this large primary school:

1. Mathematics
2. Art and Craft

Financial assistance with household removal expenses is available in approved cases.

Application may be made by letter or on application form obtainable from the Head Teachers of the addresses shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees.

Letters of application and completed application forms should be submitted direct to the Head Teacher within 14 days of the appearance of this advertisement, unless otherwise stated.

PRIMARY SCHOOLS

Scale 2 Posts

TEACHER OF ENGLISH TO CHILDREN OF FAMILIES OF OVERSEAS ORIGIN IN PRIMARY SCHOOLS

Required as soon as possible.

Applications are invited from teachers holding recognised qualifications in teaching English as a second language (e.g. R.S.A. Certificate or Diploma), and/or teaching experience in Primary Schools, preferably multi-racial.

The work will consist of developing language skills mainly with non-English speaking pupils of Asian Origin through the medium of English. The successful applicant will be expected to work in Primary Schools with groups of children of Asian Origin, within the classroom, or alongside other teachers, within the classroom, with children either in the five to eight or seven to 11 age ranges.

Scale 2 posts available for successful applicants with appropriate qualifications and experience. £402 plus ANNUAL SUPPLEMENT £212.

Application forms may be obtained from the undersigned and should be returned as soon as possible.

J. S. WILKIE, M.A., Ph.D., Director of Education, Education Office, Broadway, Stratford E15 4BH.

LONDON BOROUGH OF NEWHAM

PRIMARY SCHOOLS

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DORSET

Colfax School, Bridport
(11-18: roll 900: 6th form 90)

HEAD Group 10

of this mixed comprehensive school, from September, 1979.
Assistance with removal and legal expenses.
Full particulars and form (s.a.e.) from Staffing Officer, Education Department, County Hall, Dorchester, DT1 1XJ.

LONDON BOROUGH OF SUTTON

Greenshaw High School,
Grenoll Road, Sutton.

Head Teacher Group II

Applications are invited for the post of Head Teacher of Greenshaw High School, to commence duty on the 25th of April, 1979, following the retirement of the first Head Teacher, Mr. R. B. Wistell, BSc, MA, BEd.
This is a six-form-only 11 to 18 Coeducational School with approximately 1,150 pupils which was opened in new premises in 1988 as the first purpose-built comprehensive school in the Borough.
Further particulars and application form from the Director of Education, The Grove, Cershallon, Surrey SM5 5AL (s.a.e. please). Tel: 01-881 5738 or 5740.
Closing date 5th October, 1978.

Headships

Acland Burghley (SM) School
Burghley Road, London, NW5.

Applications are invited for the headship of this secondary mixed school which becomes vacant in September 1979 on the retirement of the present head, Mr. 1.042. Burnham Group 11, salary £9,288-£9,975 plus £402 London Allowance, plus £201/£276 Social Priority Allowance.

Cardinal Manning RC (SB) School
St Charles' Square, London, W10.

Applications are invited for the headship of this voluntary aided secondary boys school which is now vacant. Roll approx. 350. Burnham Group 8, salary £8,217-£8,801, plus £402 London Allowance, plus £201/£276 Social Priority Allowance. Candidates should be practising Roman Catholics and should hold the Catholic Teachers' Religious Certificate.

Clissold Park (SM) School
Clissold Road, London N16.

Applications are invited for the headship of this secondary mixed school which becomes vacant from the beginning of the summer term 1979. In view of the prolonged absence of the retiring head the successful candidate will be offered an appointment on an acting basis from an early date in advance of the substantive appointment as can be arranged. Roll 1,071. Burnham Group 11, salary £9,288-£9,975 plus £402 London Allowance plus £201/£276 Social Priority Allowance.

Thomas Colton (SM) School
Adys Road, London SE15.

Applications are invited for the headship of this secondary mixed school which is now vacant. Roll 850. Burnham Group 10, salary £8,751-£9,436 plus £402 London Allowance, plus £201/£276 Social Priority Allowance.

Walsingham (SG) School
Clapham Common West, London SW4.

Applications are invited for the headship of this secondary girls school which is now vacant. Roll 1,154. Burnham Group 11, salary £9,288-£9,975 plus £402 London Allowance.

Officer, ED1510, County Hall, London SE1-7PB.
Please send self-addressed envelope for application form and further details to the Education Department for return of completed application form 6 October (please note).

SECONDARY

LEICESTERSHIRE

Colfax School, Bridport
(11-18: roll 900: 6th form 90)

HEAD Group 10

of this mixed comprehensive school, from September, 1979.
Assistance with removal and legal expenses.
Full particulars and form (s.a.e.) from Staffing Officer, Education Department, County Hall, Dorchester, DT1 1XJ.

LEICESTERSHIRE

Colfax School, Bridport
(11-18: roll 900: 6th form 90)

HEAD Group 10

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Assistance with removal and legal expenses.
Full particulars and form (s.a.e.) from Staffing Officer, Education Department, County Hall, Dorchester, DT1 1XJ.

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DONCASTER LOCAL EDUCATION AUTHORITY

WOODFIELD HIGH SCHOOL

Headmaster: Mr. J. L. Martin, BSc, J.R.
Required for January, 1979, at this Group 9 Co-educational High School:—

FIRST DEPUTY HEAD

the holder of this post since 1973 having been appointed to a Headship in Kent.

Application forms and further particulars from the Headmaster, Woodfield High School, Weston Road, Doncaster DN4 8ND (S.A.E. please), to whom they should be returned directly.
Closing date October 2nd, 1978.

Hounslow

Civils Centre, Lampton Road, Hounslow
Director of Education: A. G. Groves, OBE, Esq.
THE FELTHAM SCHOOL (Group XIII)
Headmaster: Paul M. Grant, Esq.

SECOND DEPUTY HEAD

An academically well qualified person of wide experience & responsibility, to join the current management team of a well established co-educational school (11-18) Comprehensive School (11-18) (roll 1,050).

An extensive building programme is planned in order to eliminate all site congestion and to produce in effect a new purpose built school with dual use community provision in 1981, at an estimated cost of £1.5 million. A person of proven leadership ability and responsibility for the Pastoral Care aspect, in order to ensure that the building project, from planning to completion, and the vacancy arising from the promotion of the present post, LONDON ALLOWANCE (s.a.e.) are available from the Headmaster, Feltham School, Feltham, Middlesex TW11 5JL (s.a.e. please). CLOSING DATE—MONDAY, 2 October.

A. G. GROVES, Director of Education.

COUNTY OF SOUTH GLAMORGAN

DEPUTY HEAD TEACHER GROUP 10

(PRESENT ROLL: 500-5 FORM ENTRY)

ST. TELLO'S CHURCH IN WALES HIGH SCHOOL—CARDIFF

The Governors invite applications from suitably qualified and experienced teachers, preferably practising Anglican or Roman Catholic, for the Deputy Headship of this Mixed Comprehensive School which falls vacant on January 1, 1979, due to promotion of the existing holder. There will be a teaching commitment. Further particulars on request.

Application forms may be obtained on receipt of a stamped addressed envelope containing the undersigned to whom completed forms should be returned within 14 days of the appearance of this advertisement.
P. J. ADAMS, Director of Education, Education Office, Kingsway, Cardiff.

DONCASTER LOCAL EDUCATION AUTHORITY

WOODFIELD HIGH SCHOOL

Headmaster: Mr. J. L. Martin, BSc, J.R.
Required for January, 1979, at this Group 9 Co-educational High School.

FIRST DEPUTY HEAD

the holder of this post since 1973 having been appointed to a Headship in Kent.

Application forms and further particulars from the Headmaster, Woodfield High School, Weston Road, Doncaster DN4 8ND (S.A.E. please), to whom they should be returned directly.
Closing date: 2nd October, 1978.

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Seamless Hegarty on the NFER's study of provision for the handicapped in ordinary schools

"Doing how words change in catching over time can be an illuminating exercise. Take "handicapped", for example. Not so long ago only mules and cart-horses had handicaps. A handicap was simply something imposed artificially on a horse to make competition fair. This was the only sense in which the word was used and only as captured in the 1944 edition of the Oxford English Dictionary. Some people, however—the blind, the deaf, the disabled—were permanent, or long-term, handicapped. They came to be regarded as handicapped people in the sense of life, endowments, deafness, and so on because of handicaps.

More recently, the term "integrated" has acquired a quite special significance among educators. No longer is it likely to mean a special mathematical operation or a technical calculator for development of computer personality. In many educational—and other—contexts it now refers exclusively to the education of handicapped pupils in ordinary schools. At one level this is a measure of the general acceptance of the idea that to give handicapped persons a more normal educational environment.

At another level, however, it is indicative of a conceptual muddle which is causing unnecessary polarization in public special education and which is real. It handicapped young people.

The real issue is not integration

versus segregation. Integration is not in any case the primary or overriding goal for handicapped pupils. These pupils have a variety of special needs, and what is required is that these needs be met in the least restrictive environment as possible. This may or may not entail integration. One hopes that wherever possible children will receive their education in an ordinary school but the also must always be to meet their educational needs in the least restrictive environment in a specific location.

Given that the central question has to do with meeting special educational needs, the practical educational issue in finding out how those needs can best be met in the least restrictive environment possible.

One system of special schools in Britain has been a source of justifiable pride. Apart from the fact that special schools can never provide for all children with special educational needs—Warnock estimated that 20 per cent of children required special help at some stage—they are organized around handicap and tend to emphasize the singularity of handicapped children.

Some special schools will always be required. The ordinary school cannot readily cater for children who require special help, or who require special care; other children will benefit from a residential placement that remove



to provide for handicapped pupils in ordinary schools; if it is to be done successfully, careful and informed planning is necessary.

With this in mind the Department of Education and Science has commissioned the National Foundation for Educational Research to carry out a study into the provision being made for handicapped pupils in ordinary schools. By examining information in action and looking in detail at a range of working schemes, it is hoped to identify the factors which make a difference to the success of a scheme. If we know what in the past has contributed to success and made for failure, we can more easily plan for the future. We can also gain a clearer view of the practical aspects of special education in the ordinary school.

What is feasible and what is not? What advance preparation is necessary? What special steps have to be taken and extra provision made? What problems can be anticipated and how are they likely to be solved? What are the financial implications? How is the ordinary school going to be affected?

The project team (Seamus Heaney, Keith Pocklington, Dorothy Lucas) is working in 14 schools throughout England and Wales. As each are looking at one or more schemes where handicapped pupils are being educated in, or in con-

junction with ordinary schools. These schemes cover a wide range of handicapping conditions; they contain children from infant age to secondary age; most importantly, they encompass a range of institutional arrangements, from total integration to the establishing of links between a special school and an ordinary school. Thus schemes covered range from an infant language unit to the individual integration of physically handicapped children into an ordinary school, to a SEN school that is actively building links with local primary schools. Many of the schemes are in their early stages. This gives an opportunity to study the dynamics of initiation involved in programmes of this kind.

Our primary interest is in the structural aspects of these schemes. Clearly the success or failure of individual children is important and we plan to monitor the progress of a selected sample and develop some hypotheses about the factors involved. However, our primary interest now is on gathering data on issues that are judged to be significant in the evaluation of schemes of provision for handicapped pupils in ordinary schools. These are broadly of two types: those relating to the way of setting up such schemes, and those to do with their content and day-to-day running. The

continued on following page

continued on following page

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Most people regard alcoholism as a problem to be dealt with at a distance. Like leprosy or bankruptcy, it is something that has always been with us but which affects other people and never ourselves. The drug problem, on the other hand, came suddenly into public awareness in the 1960s, following a remarkable and frightening increase in the number of young people addicted to narcotics. A great deal of attention was directed towards what seemed to be an epidemic of drug abuse at a time when there was, undoubtedly, a distinct shortage of hard facts and evidence. Even today, there is an urgent need for knowledge about addiction, including alcoholism, by those who encounter the enormous difficulties it presents.

The authors of this new book, present an overview of this sensitive subject that will be of practical assistance to those (with or without a medical background) who need to deal with the problems these addictions present. They explore in detail the areas where there is solid information and discuss, with the frequent inclusion of case histories, both the factual and theoretical aspects of the subject.

It is estimated that approximately 2,000,000 people in Britain have tried cannabis and 34 per cent of students in a northern university used cannabis at least once in the last year. In a review of 30 per 100,000 of the total population were regular users and that 10 per cent of the student population were users.

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Questions of definition

Charles Gains on the new role of remedial education

There is probably no term more misused than "remedial education". It is applied indiscriminately to a multiplicity of activities in a wide variety of situations. The term crept into popular use in the late 1960s and early 1970s and was placed largely by the legendary Fred Schonell. Schonell was concerned mainly with the concept of remediation—the difference between so-called "potential" and actual performance.

This was confined almost exclusively to basic subjects, in particular reading, and it is this simple idea which is applied in most people's minds despite the considerable advances at the past 30 years. Some measure of the changes that have taken place can be deduced from a recent definition of remedial education which states it is "concerned with the prevention, investigation and treatment of learning difficulties from whatever source they may emanate and which hinder the normal educational development of the student".

The above appears in recent policy statements issued by the National Association for Remedial Education (NARE Guidelines No 1: Report on In-Service Training, 1978). NARE is naturally sensitive to changes that have taken place in remedial education and is producing a series of policy documents designed to correct some of the more antiquated views held by many members of the teaching profession and indeed by the public at large.

What is the significance of this new definition? First there is a recognition of the traditional element of remedial work—the investigation and treatment of learning difficulties. But the introduction of the word "prevention" opens up a whole new dimension to the work and incidentally resurrects the old argument concerning the efficacy of withdrawal methods for brief attacks on specific learning difficulties.

If prevention is to be given equal weighting, the implications for teachers engaged in the work is profound. For one thing the base of operation shifts from the medical room, staff room or any other odd corner of the school—allocated for this purpose and moves back into the classroom where the children have come. It is proposing a policy of deliberate intervention at source and, preferably, early in a child's career.

Second, it does not attempt to categorize children. The field is littered with often meaningless terms: backward, retarded, disadvantaged and so on. There is also a confused prescriptive nomenclature, and it is increasingly difficult even for experts to distinguish between, say, remedial, special and compensatory education. Indeed, there appears to be a competition among writers of trying to dream up new ways of describing the oldest phenomena in education, the child with a learning problem. Definition avoids this quagmire and leaves the issue open.

NARE's correspondence in the TES have, in fact, raised the question as to whether a gifted child with a learning difficulty would fall legitimately within the province of remedial provision. Taking remedial

education in its widest context—school and out-of-school—surely be in the affirmative. Third, there is more than a suggestion that remedial teachers have insufficient skills to tackle the new role envisaged for them. Present training, both at initial and in-service level, tends to concentrate still on recognizable cognitive deficiencies in a child's reading development. "From whatever source" indicates an equal concern with the affective and social development of the child. There has long been a known high correlation between learning failure and emotional or social disturbance. The formal acceptance of this will surely alter teacher educators' views on course content.

The Warnock report moves in a similar direction when it concludes "... a meaningful distinction between remedial and special education can no longer be maintained". Clearly the time is ripe for a re-evaluation of the role of remedial teachers both in schools and in independent services provided by local authorities. Danis Lawrence (TES, 21.7.78) has drawn the same conclusion. It would make sense, therefore, if the move comes from within the profession rather than wait for the inevitable pressure which will be exerted by administrators, politicians or from the growing parental lobby.

In recent years some important conferences have been held under the auspices of NARE specifically to look forward rather than reflect on past achievements. Some of these papers have been gathered together and will appear in 1979 (Remedial Education: Guidelines for the Future, C. W. Longman). What is so interesting is a series of interesting and exciting possibilities for remedial education in the 1980s.

Central to the debate is the conviction that the restrictions imposed by what is customarily considered a remedial child must go. A much wider group of children are in need of support than was formerly considered. It is becoming recognized that nearly all children will, at some time, experience a learning difficulty which needs specialist advice and attention and that this is not restricted to basic subjects alone.

Remedial provision should be available across the whole curriculum and this factor opens up exciting prospects for developing a new partnership between class teacher, subject specialist and remedial expert. Inevitably remedial education can only be conceived within the context of the general aims of education. The isolation and narrow pursuit of limited objectives will gradually disappear and hopefully remedial teachers will assume greater stature within the profession.

What then might be expected of the remedial teacher of the future? First, it seems logical to expect him or her to assume responsibility for the supervision and correct administration of standardized tests as part of a comprehensive screening and monitoring procedure. If, by definition, all children will need help at some point, the remedial specialist needs to be aware of potential weaknesses as early as possible and this can only

come from some system of overall school surveillance. The specific learning difficulties brought to light will need following up and the SRT will have to advise and support colleagues as to how these might be dealt with within the context of the classroom through group activities and individualized programmes.

So far much of this would be readily accepted as part of an SRT's function but if the policy of prevention is to be pursued, additional responsibilities need to be assumed. More closely involved in the decision-making processes within a school, particularly those involving curriculum design and innovation and those concerned with the promotion of the social and emotional well-being of children. This would lead not only to greater involvement with parents and the local community, but with a wide range of supporting agencies especially the School's Psychological Services, School Medical Service, Education Welfare and Careers Guidance.

In the past remedial teachers, particularly those in secondary schools, have had to fight hard to be party with other colleagues. Unlikely, this has led to the creation of "departments" with their own hierarchy, professional isolation and specific location within a school.

The remedial specialist of the new horizon will have to think in more horizontal terms. Children invariably carry their problems across a curriculum and long term solutions will only be achieved within the context of genuine team effort and cooperation.

This has enormous implications for in-service training and for the creation of a nationwide career structure which will attract talented teachers. Local authorities are enormously in remedial provision, only a few can boast anything approaching a comprehensive service and even fewer have bothered to clarify the roles of its teachers and to create an attractive career ladder.

In part this is due to the nature of remedial education. The remedial teacher, in the main, has not shown themselves overenthusiastic in break away from narrow practices or even to organize themselves effectively into local or national pressure groups. But, there now exists, in the ranks of remedial education, a large number of younger teachers who will be teaching well into the next century. They will not so easily accept the poor conditions and career prospects that the pioneers so valiantly endured. Restrictions on the various official reports and government pronouncements are more encouraging than they have ever been. Those in remedial education can capitalize on this goodwill if they can only recognize the importance of change and of reflecting contemporary human needs.

Charles Gains is a Principal Lecturer in Education at Edge Hill College of Higher Education and President-elect of the National Association for Remedial Education.

Russian remedies?

Russos Education and the Retarded. By Victoria Shennen. National Society for Mentally Handicapped Children £2.00.

The British teacher of the mentally handicapped who visited Russia in 1977 were impressed by what they saw. Of course they were only shown what the authorities

wanted to show them but the two schools they visited, one in Leningrad, one in Moscow, proved to be extremely enlightened in their approach to the children.

On occasion, there was an emphasis on teaching them useful skills so that they could become productive members of the proletariat, but they did not do this at the expense of the development of the children more generally. All the children seemed happy and well-

fed, they used highly effective methods of language teaching and the teachers themselves were of the highest calibre. They maintained strong contacts with the children's families, instructing them on how to cope, and send the children home as much as possible. The report they have produced is clearly written and is combined with a translation of the official Russian publication on the Subject.

When extra help is being offered to the children who have not traditionally been seen to require special education. We have been encouraged to find examples of being met in the framework of ordinary schools. There is much to learn from these examples; if we can do it, successfully, picking out the essential and discarding the incidental, it will be a step in the direction of seeing every child as special and no child as exceptional.

Curriculum vacuum

Mark Roberts argues for the application of the findings of research in ESN (Severe) schools

For mentally handicapped children, the curriculum vacuum has become a reality. What has happened is that the curriculum vacuum has become a reality. What has happened is that the curriculum vacuum has become a reality.

For some reason, however, and for some events, the matter of the curriculum—of what should be taught to these newly arrived children in their ESN(S) schools—has attracted little attention. As yet it was evident at that time that a massive effort in curriculum development would be required if the educational potential of ESN(S) children was to be fulfilled. This was to be a task of the highest order, for it had been done by staff in the junior training centres, often in very difficult circumstances.

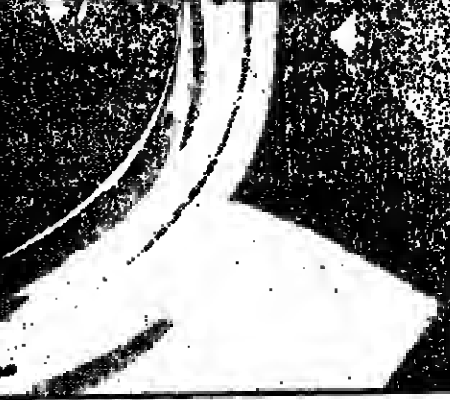
In 1968, Dr (now Professor) Peter Miller, of the Hester Adrian Research Centre, Manchester, had expressed a hopeful view: "An examination of recent trends in mental subnormality research gives grounds for qualified optimism. Educational and training facilities are likely to improve substantially in the coming decade, and new teaching and other staff are being trained. In general, it seems probable that the training and teaching of the mentally handicapped will involve a more professional approach, and one that will command a greater share of national resources and public support." Opinions will differ as to how

far Professor Miller's "qualified optimism" has been justified by experience, but few would dispute the continuing need for educational progress in the field of relevant research. This does indeed represent a real challenge, but not only to the research worker, but also to the teacher, and one that he must meet if he is to justify his existence.

Unless our ESN (Severe) schools try to apply the lessons of empirical research, the efforts of the research worker will bring little or no benefit to the children—and future adults—whom they are intended to help; and at the same time our curriculum will be impoverished by its lack of contact with developing scientific knowledge, while that knowledge itself will be limited by lack of feedback from practising teachers.

Much research literature contains hypotheses which are potentially useful but which cannot yet be regarded as conclusively proved or refuted; such can play a vital part in testing these ideas in practice and, so far as possible, monitoring their success or failure. Schools with hyperactive children, for example, could consider setting up a "stimulation-reduced" classroom along the lines recommended by Strauss, Lehtinen, Cruickshank and others, and planning a behaviour modification programme for each child within it. If, say, a dozen schools tried out such a system over a two-year period and some central body collated the results of this experience, it would then be possible to offer constructive guidance to other schools struggling to cope with hyperactive children.

One could give a long list of the research projects whose results are long overdue for wider application in ESN(S) schools. For example, the important experiments of O'Connor and Iremelin, and A. D. B. and A. M. Clarke in Britain, and those of Zeaman and House, Bunn and Butterfield and others in



America, have drawn attention to the fact that the mentally handicapped suffer from a crucial deficit at what we may call the "acquisition" stage of the learning process. The evidence indicates that for the severely subnormal the most difficult part of any learning task is the initial acquisition of the necessary information in the right form for it to be assimilated. Once this difficulty has been overcome, the further processing and storage (and the subsequent retrieval and application) of the information is less of a problem.

It is often a subtle task for the teacher to pinpoint where the child's information-processing system is breaking down. As O'Connor and Iremelin emphasize, his "defect in input capacity cannot be seen as a function of simple perceptual deficits". But there is no reason why teachers should not gradually develop programmes to attack such a key defect.

The vital area of language development, again, must be planned in the light of recent research findings by Fenn and by the Schools Council, under the leadership of O'Connor and Iremelin, and those of Zeaman and House, Bunn and Butterfield and others in

need to do their job properly. Seven years after taking responsibility for ESN(S) pupils, some authorities still expect some of these severely handicapped children with no real ability to help at all.

But in schools which are more fortunate in their education authorities, where a properly planned curriculum is a realistic possibility, there is much work to be done—studying the relevant research and working out its implications for the curriculum in the light of the various priorities for individual pupils and groups of pupils. The publications of the Hester Adrian Research Centre should be available to all staff, as should the American Journal of Mental Deficiency and other leading research periodicals.

When it comes to the practical implementation of the curriculum, a radical reorganization of teaching-group arrangements may be necessary, breaking away from rigidly class-based systems to give maximum flexibility in responding to individual pupils' needs.

Mark Roberts is Headmaster of Rectory Paddock ESN(S) School, Orpington.

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9. position	10. position
11. position	12. position
13. position	14. position
15. position	16. position
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33. position	34. position
35. position	36. position
37. position	38. position
39. position	40. position
41. position	42. position
43. position	44. position
45. position	46. position
47. position	48. position
49. position	50. position
51. position	52. position
53. position	54. position
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Confidence boosters

Roy Edwards on remedial mathematics

Every remedial teacher at least is a teacher of English, but maths is another matter. Certainly maths seems to engender peculiar problems of confidence in teachers (including some mathematics) as well as in many children. But apart from questions of confidence and knowledge, remedial teachers are reluctant to divert their efforts from the urgency of helping children with literacy difficulties.

However, remedial activities have for too long been narrowly confined to the decoding skills of reading with the expressive language arts and mathematics largely ignored. Remedial education should take account of the whole curriculum as it is the whole child.

Maths, as well as having its own intrinsic qualities, is a useful art in which language skills may be developed and with them thinking ability. This point has important implications for children needing coaching in particular items of maths as well as for that proportion of the ordinary schools' population who come within the aegis of remedial departments.

The remedial teachers can be persuaded to raise their eyes from the reading primers and phonic exercises for a minute to the wider mathematical horizon they would be aware of considerable confusion there among the mathematics: a middle exacerbated by the so-called "Great Debate".

The pros and cons of argument have filled many column inches of this newspaper alone. But in schools where remedial teachers have been responsible for maths for some time, the calm—too calm. The remedial maths in remedial groups is an unrelenting sequence of arithmetic. This is probably partly a matter of confidence; but also it is often the result of a refusal of teachers to examine what they are doing and why.

The concept of remedial maths has changed little at all since the valuable pioneering work of the Schenckels in the post-war period. Their notion essentially comprised the careful analysis of pupils' errors in computation and the systematic training or retraining of technical skills.

This kind of work was, at first, principally concerned with average or brighter children who appeared to be "under-achieving", and subsequently it was taken up by teachers of slower children. The careful grading devised by the Schenckels in their famous *Right from the Start* Arithmetic was highly attractive to teachers.

Also, this series and its many imitators provided not only structure but also a safe haven from the need to think further than arithmetic techniques. What was intended as a means became the end.

Even now so much that passes for "remedial" maths is nothing more than a programme of rote learning extending beyond what needs. It is time we were focusing on the crucial questions about mathematics: What are the purposes of pupils? What are the purposes of the programme? How should the programme be taught?

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indicate that schools, in spite of all current low counts, are not far more than is needed for practical use. More disturbing is the perception of relationship that so much of this school work has with reality. Observation of numerous classes shows how dependent upon books and only books is the teaching of the weaker mathematics.

Cowley (1976) made a telling analogy when he wrote: "Written computation without reference to real situations is like phonic practice without reference to words and sentences". Yet, all too often this is the case.

I acknowledge that working many "sums" correctly can give security and hope to a depressed child; but too much, too specific arithmetic, learnt by rote, is not education for pupils whose abilities, talents and general knowledge are in dire need of development.

It is axiomatic that a skill must be practised for it to become efficient and for it to be retained, and there must be a place for demonstration and practice of computational techniques; but such reinforcement can only have meaning in a context of real life. The guidance offered in the Schenckels' classic *Diagnosis and Remedial Teaching in Arithmetic* is valuable in providing the whole of their contemporary is followed—mathematical skills are closely related to experience.

My own experience with poorer mathematics suggests a basic survival arithmetic programme of six parts. Number and money: Recognition and notation to 1,000/£1,000, addition and subtraction to 100/£100, multiplication and division by 2, 3, 4, 5 and 10; the Savings Bank; hire purchase; wages and personal budgeting.

Time: Telling time to the minute the duration of time—the length of journeys; television timetabling; the reading of a timetable; the notation of 24-hour time; the calendar (for holidays, contraception).

Linear measures: Yards to 4 inches (and these disappear in Great Britain); metres to millimetres. Weight and capacity: Knowledge of notation; practical application in domestic situations (cooking, medicine).

Fractions: Recognition and manipulation of decimal and vulgar fractions (1/2, 1/3, 2/3); awareness of percentages; interest rates. Making judgements in practical situations about all of these.

This is a brief syllabus and one would hope that most pupils could tackle more advanced maths (not only arithmetic after having been thus equipped. But why go beyond this minimum when the pupils are struggling with the subject? Can maths contribute further to the cognitive and, therefore, survival capabilities of weaker children? Considerably, I think, for three main reasons.

First, environmental and "applied" maths (in a literal sense) can stimulate talk so that language and thinking skills are promoted. Consider the essential discussion which should ensue when a traffic census, for example, is to be attempted before data are collected and manipulated; questions about observation positions, safety, duration of the count, methods of recording, the allocation of duties, communication in traffic noise. (All this anyway involves which itself is beneficial.)

Second, providing the work is well organized and the teaching well planned, the teaching of mathematics is a discipline which can help to develop children's environment and develop a reflective thinking attitude. "Have-a-go" outlook even with pupils of apparently restricted ability.

Third, as Geoffrey Matthews once wrote in these pages, "Maths is perhaps a unique capacity for generating problems demanding observation, generalization and, above all, transfer."

These all demands not easily met by children whose judgments, intuitions and heavily dependent upon the concrete; but generalization can be developed by the provision of sufficient everyday-related examples of mathematical concepts

and if these concepts are approached in as many varied ways as can be contrived.

For example, twenty-four hours may be illustrated by a clock face with two circles of figures, by a digital display and by a horizontal 24-hour line as well as by the same topic in various published texts. Transfer can also be encouraged by the development of data collection from in and outside school, its collation, presentation more than one way or to more than one scale and its communication to other children and teachers.



Mathematical horizons.

I envisage a programme for "remedial" pupils as threefold: (1) the "survival" programme already outlined, from which can be derived a series of environmental projects which have large arithmetic and mathematical elements and through which interesting computational practice is made available (e.g. shopping, savings, traffic and cars, safety at home, on the roads, at work, banking, popularity of non-smoking programmes); and (3) a series of maths investigations which can be applied to real life practically (number patterns, binary arithmetic, coding, some geometry, Pythagoras, Pi, simple surveying and height finding, gradients, roads and paths, gear ratios, probability and recession to the moon, betting odds, scoring in snooker, pool and darts, navigation, curves of pursuit and many mathematical topics which are possible without numbers).

The outward looking programme has been outlined above but must be developed in particular for older, reluctant pupils. Travelling out of school on data collection needs careful organization and implies risks which need contingency planning; but, if the maths programme is to have interest and relevance to the pupils, it must seem not acceptable alternatives.

The syllabus suggested is also capable of development into a Mode 3, exam programme thus raising the aspirations of many young people who in the abstract system, with its emphasis on rote learning, are too often discouraged.

Taking my discussion a little further, it is deplorable that so many capable children are subjected to abstract maths in rote learning situations from dull textbooks. I hope the failure of the secondary schools is that they have not worked out how to help many of their pupils along the whole continuum of real and imagined abilities to move from rigid style of thinking to more adaptive, creative ways.

Remedial education in secondary schools especially is often the region of lost opportunities, restricted curricula and unimaginative recourse to conventional but irrelevant drudgery. Most of the resources may be applied at least in part, by the ability of the materials and attitudes with which pupils are confronted.

While not assuming that a maths programme which takes pupils out into the community, literally to observe and collect data, on many of the topics which are the everyday classroom topics with every child, will be the answer to all difficulties, these strategies do suggest positive attitudes and demonstrable cognitive progress among "remedial" pupils.

Roy Edwards is Adviser (Remedial and Special Education) Metropolitan Borough of Knowsley.

Individual solutions

Elizabeth Goodacre discusses research into reading difficulties

to the American Harvard Review special issue on Language and Learning. Professor Magdalen Kover, Editor of Reading, wrote of the deficit of deficiency in the reading process.

During the past two years I have been studying the issues involved in the development of the reading process, producing a booklet for teachers (published by the Centre for the Teaching of Reading, University of Reading) called *Stages in Literacy Development* which tries to summarize some of the information on the developmental nature of learning to read—whether for instance it is possible to describe identifiable stages in the acquisition of the skill.

A developmental view of reading is closely linked to ideas of the growth of language and assumes that children when they learn to read will draw upon their knowledge of the rule-based nature of language gained from their experiences as talker and listener. They will project onto the written marks on the page their expectations and knowledge regarding meaning derived from this use of oral language.

Because of the particular sentence structures used in early reading books based in vocabulary frequently used, children's expectations may be frustrated. Also, children may not be alerted to the differences that exist between oral and written language and understand how differences in form are related to differences in meaning.

Written language can break into text at different levels or units of meaning. My youngest child discovered the word "m" whilst being read to, and proceeded to point to every "m" in the text of any story being read to her for several nights. She soon began to identify other familiar or interesting words in the lines of text.

Her brother at the same age (before school) insisted on using an old typewriter to type out sentences by sentences the difficult prose of one of his much loved favourite Audrey's engine stories. We had to stick words in labels on some of the keys (Dd) so he could "find the book of letters".

The eldest learnt off by heart the text of a particular story with rhyming lines, which had to be read each night with no variations from the text by the adult, and read to us small children before starting school.

Professor Vernon's typology suggests that some children may have difficulty with the matching stage of learning to read and here the difficulty may be that the unit of meaning, their way into text, may be different to that emphasized by the teacher or school method of reading instruction.

Marie Clay's book *Reading: the Development of Complex Behaviour* provides evidence of the way in which children learn to read, and what they are saying by "voice pointing" (stress and emphasis on each word) and planning the words down with a pointing finger as they match on the basis of the word unit.

For less research exists on the segmenting of speech into units smaller than the word, the establishment of the regularities of speech sounds and their corresponding letter strings. My studies suggest that some children, who are slow to segment words into smaller units, some-

times morphemic as in the emphasis upon inflectional endings, indicating tense or plural. Some make use of the syllable, others emphasize letter clusters, such as consonant blends and digraphs. Some children make use of various units of segmentation as they read aloud.

As they read recognition of familiar words increases and this type of analysis gives way to phrase grouping of words. Clay found that her faster progressing readers made more self-corrections, and on the basis of some observational evidence, I think however, that faster progressing readers tend to repeat a word after segmenting it, so that they are, in effect, analysing after analysing this word into component word parts. Perhaps some readers get stuck at this word-part stage and their problem is to "get it all together again".

There are probably two groups of children who may have particular difficulties at this word segmenting stage and subsequent matching. These are children with vision difficulties, particularly those with binocular focusing problems, getting both eyes to work evenly together when reading from left to right, and children with hearing difficulties. The former may over-size after analysing this word into component word parts. Perhaps some readers get stuck at this word-part stage and their problem is to "get it all together again".

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Perhaps modern classrooms do not help such children. They come to school possibly more used to television screen at eye level and are expected to carry out close, down-angled seat work in reading and writing with no intermediary stages of focusing to ease adaptation.

Similarly, low open-plan schools with their low ceilings and noise levels can produce reverberating, echo effects which produce changes in the intensity of speech sounds giving "blurred" auditory signals. Also, many infants suffer particularly in winter from intermittent colds and catarrhal deafness, which particularly affects high frequency speech sounds.

Teachers of remedial reading have a challenging task, and one which should be approached with the same care and attention as the investigation of deficiencies in the basic psychological processes associated with particular reading disabilities would mean "poor readers" would have to be assessed and treated as individuals with different problems, necessitating individual solutions.

Elizabeth Goodacre discusses research into reading difficulties

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Remedial and special education: a teacher's guide to the main national bodies

Compiled by Anna Sproule

"The assumption," says Mary Warnock, summing up the best-known of her committee's findings in her own guide to its report, "should be that perhaps as many as one child in five might need special educational help at some stage during his school career."

"Teachers," she adds later, "must be willing to accept the now wide concept of special educational need and must learn to expect that they may have to live or co-exist with an ordinary class in need of temporary or permanent help."

"They must be aware that it is their job to take steps to see that children's needs are met, first and foremost by seeking skilled help."

Although it is likely that many of Warnock's proposals will be accepted, it is also likely that one of its key recommendations—training—will take a long while to be implemented in its entirety. (The reason of course, is expense.)

So here—as a first essential step to meeting special educational need in the way Warnock proposes—is a teachers' guide to the complex range of major national bodies working in the fields of special and remedial education.

Soma run schools of their own for the handicapped; some organize training courses for all those interested in special education. Many operate information and advisory services.

A few are basically parents' organizations. But, as Mrs Warnock points out, teachers should be "encouraged to view their relationships with parents as a partnership, without which special educational provision may fail."

With two exceptions, they are listed below according to their main field of work. The exceptions are two bodies whose field is, in fact, the whole SE/RE area: the Joint Council for the Education of the Handicapped Children and the National Council for Special Education.

In view of their importance, they head our list.

The Joint Council for the Education of Handicapped Children came into being precisely because the fields of special and remedial education were becoming so complicated, so crowded with specialist bodies.

"While appreciating," says the council's honorary secretary, Roy Bushell, "that each of these has its own particular aim and may be concerned with one specific handicap, there is clearly overlapping and duplication of effort."

Postwar plans to set up an umbrella organization—in the case of the National Council for the Handicapped Child—came to nothing. In 1968, however, the groups dealing mainly with the education of handicapped children had more education, and the JCEHC was born.

Its constituent members cover the entire SE/RE field. Representatives attend from the National Council for Special Education, the College of Special Education, and the Guild of Teachers of the Blind. The JCEHC's main membership consists of an ordinary school, in the case of services in clinics or hospitals, but other professionals are also welcome: administrators, medical staff, social workers, psychologists, and therapists.

"This variety of membership," the council says, "summing up the view of practically every organization in the SE/RE area, will ensure an interchange of knowledge and understanding in a field where the co-operative efforts of so many

National Association for Remedial Education.

The National Children's Bureau, although not a member, is in on the ground floor of council deliberations; it ends an observer.

One of the first results of the council's establishment was the production of a blueprint for meeting the handicapped child's needs.

This is now out of print, but its breakdown of requirements—early detection of handicap, improved provision in ordinary schools, more on-call help, attention to the employment question, and more research (with more money to back it)—still holds true.

As Mr Bushell says, "We haven't found any major changes in the needs of children; they're constant."

In addition to producing two more definitive documents on special education (dealing with the emotionally disturbed and the integration issue respectively), the JCEHC works with both the DES and the Schools Council on questions affecting special education, and organizes professional conferences. The most recent—on Warnock—took place last week in London.

"As far as we're concerned," Mr Bushell goes on, "Warnock is the biggest thing that has happened." Nothing but good, he feels, can come out of it as far as the education of the handicapped child in the ordinary school is concerned. "It's a child with learning difficulties, the public has difficulty in accepting that money needs to be spent."

"That's why we were so pleased about Warnock: what it says is that it's all special—and the important point is how children's needs are met."

For further information about the JCEHC's views and activities, contact Mr Bushell at 4 Old Croft Road, Watlington-on-the-Hill, Oxford, ST17 2JF.

The National Council for Special Education—its member of the JCEHC—is no the older of the teachers' organizations dealing with special and remedial education. Nor is it as specialized as some, its aims, membership, and methods of operation are, however, typical of the majority—if not all, its primary aim is a simple one. "To further the education and welfare of all who are in any way handicapped." And, it adds, its co-operation lies as much with the needs of handicapped pupils in ordinary schools as with those who are in the special schools sector.

It was formed out of a merger between a group of three specialized bodies: the Association for Special Education, the College of Special Education, and the Guild of Teachers of the Blind.

The Association for Special Education, which was founded in 1958, was the first of the three to be set up. Its main membership consists of an ordinary school, in the case of services in clinics or hospitals, but other professionals are also welcome: administrators, medical staff, social workers, psychologists, and therapists.

"This variety of membership," the council says, "summing up the view of practically every organization in the SE/RE area, will ensure an interchange of knowledge and understanding in a field where the co-operative efforts of so many

progress depends very much upon different disciplines."

The NSCE operates both nationally and through local branches. In addition to holding local conferences and courses, it organizes a national conference and publishes its own journal, *Special Education* (four times a year).

It also operates an information and advisory service.

Further information from: The NSCE, 1 Wood Street, Stratford-on-Avon, Warwickshire CV37 6JE.

Autism

The specialist body here is, of course, the National Society for Autistic Children, formed in 1962 to help meet the needs of the 5,000-plus children affected by autism in this country.

Aims are four-fold: to provide and promote day and residential centres for autistic children; to help parents, especially through concourse, to exchange information; to encourage research; and to stimulate professional and public understanding of the condition.

Target membership: parents of autistic, aphasic, or non-communicating children; doctors; teachers; social workers; others interested in the question.

The NSAC runs six schools (residential and day) for autistic children. It also operates an advisory service for parents and an information service for professionals.

Publications include: the association's journal, *Communication* (quarterly); a school list (both maintained and independent); a newsletter; and 61 titles on autism.

Further information from: The NSAC, 40 Colville Green Road, London NW11 5EA.

Blindness/Partial sight

The College of Teachers of the Blind, the National Association for the Blind, the National Association for the Partially Sighted, the Royal National Institute for the Blind.

The College of Teachers of the Blind, which awards the diploma that most experienced teachers of the blind must hold, is shortly to follow the example of other bodies in the SE field and merge with another professional organization.

The merger, which will take place next year, is the National Association for the Education of the Partially Sighted.

Membership of the two bodies consists of teachers, heads, parent counsellors, social workers, and university staff. The integration of the two bodies over the past few years to the question of integration in the educational field itself. As they point out, both fully support the aims of institutions of the blind.

Many members are closely involved in existing programmes that call for the highest degree of integration of the visually handicapped into mainstream education. "And they are concerned to see that the most designed supportive structures essential to the success of such programmes are properly staffed, equipped, and funded."

Further information from: Mr B. Smith, hon. registrar of the College of Teachers of the Blind, Royal National Institute for the Blind, 115 St. John's Wood, Wetherby, Leeds LS17 5DQ; or Mr R. J. Crockett, secretary of the National Association for the Education of the Partially Sighted, 13 Maple Road, Watlington-on-the-Hill, Oxford ST17 2JF.

The association holds two general meetings a year, along with professional conferences and seminars.

The college and the NAEP are by and large known only within the professional community. In fact, the NAEP is probably the country's most famous organization for helping the handicapped.

Among other things, it runs a large range of training courses for the blind (along with the RNIB School of Braille); in co-operation with St Dunstons, it administers the British Talking Book Service for the blind; it is the largest Braille publisher in the world. In 1970, it set up a learning unit in its research centre for the education of the visually handicapped. In addition to the residential Sunshine Home nursery schools, it maintains two schools (primary and secondary) for blind children with other handicaps, physical and mental. There are two more, a highly academic pupils. It also operates a comprehensive education, advisory service, staffed by qualified teachers of the visually handicapped, for "anyone concerned with a visually handicapped child—especially parents."

"It is not a teaching service," the RNIB explains, "but the advisers will give advice and, where possible, practical help with a child's management, development, training and educational placement."

RNIB publications include catalogues of Braille and talking books, numerous parents' guides, and—following requests from teachers—a set of guidelines for teachers and parents of visually handicapped children with additional handicaps. Further information from: The RNIB, 224 Great Portland Street, London W1N 6AA.

Cerebral Palsy

Leading organizations in the field (and the world) is the Spastics Society, founded in 1949, and a group of parents of spastic children. Its objects are the care, treatment, training and education of children and adults who suffer from cerebral palsy. Together with its local groups, it has set up over 160 schools, centres, units, hostels and hotels for spastics; at Guy's Hospital, it has established a £2m medical research programme. It also runs a family services and assessment centre, an industrial training centre, a sheltered workshop, and a staff training college.

Four of its eight schools are for children with both intellectual and physical handicaps; three are for children with average intelligence and above. The eighth is specially geared to assessing the learning potential of children so severely handicapped that their ability level is not easily determined.

The college—Castro Primary, in Barking—was originally intended for training the society's personnel. Its scope has since been enlarged, and courses are now available on a wide span of special education subjects.

Recent developments include the society's "Save a Baby" campaign, which aims to raise £2m towards research into the prevention of spasticity.

"The society," says its director, James Loring, "will continue to pioneer in education, training, care and social work; we will continue to press for equal opportunity in all aspects of life. But it is also our responsibility to generations unborn to see that we do not fail in our ultimate goal to eliminate cerebral palsy."

Further information from: The Spastics Society, 12 Park Crescent, London W1N 4BQ.

Deafness/Partial Hearing

The British Association of Teachers of the Deaf, the National Deaf Children's Society, the Royal National Institute for the Deaf.

The British Association of Teachers of the Deaf was formed in 1976 out of the amalgamation of the National College of Teachers of the Deaf (one of the oldest teachers' organizations in the country) and the Society of Teachers of the Deaf. Its first aim is to "promote the study of the treatment, education and rehabilitation of children and adolescents showing evidence of hearing impairment, and who are socially, emotionally, psychologically, or educationally handicapped."

Its first aim is to "promote the study of the treatment, education and rehabilitation of children and adolescents showing evidence of hearing impairment, and who are socially, emotionally, psychologically, or educationally handicapped."

Others are to: conduct study and research; give advice and support to schools, hospitals and individuals working in the field; in-clude the deaf in public and social life; and maintain liaison with the professionals, government, departments and voluntary agencies concerned.

Membership can be either individual or corporate. Individuals include teachers, social workers, psychologists, and psychiatrists.

In addition to organizing regular meetings and lectures, the AATD runs an annual Easter study course: regional branches also hold weekend courses in their own areas.

Further information from: John Bates, AATD General Secretary, New House School, Church Lane, Tooting, London SW16 6JL.

Deafness is the world's largest child care organization, runs five special schools for the deaf, and works with others for the physically handicapped. The intention is to set up more in the future.

The increasing interest in the field of special education is a comparatively new one. As Barnardo's points out, the responsibility for providing education for handicapped children lies with the local authorities.

It goes on: "Charities like Barnardo's—professionally staffed and using professional skills—see themselves fulfilling a dual role in the future: helping to play the part left by statutory bodies which cannot hope to meet all the demands made upon them, and to experiment with new methods and ideas that will help the development of child care thinking and practice."

Further information from: Dr Barnardo's, Tanners Lane, Hockley, Essex, SS16 1QG.

MIND, among its other services, runs a residential school for emotionally disturbed children. Faversham School, near Newcastle upon Tyne, was opened in 1969 to take 10 children, "because of lack of such facilities in the area, it has been continually pressed to increase its numbers."

MIND also runs conferences, courses, and an educational information service. MIND publications include: *Schools for all: education for severely mentally handicapped children*, a discussion of the integration issue.

Further information from: MIND, 22 Harley Street, London W1N 2ED.

Among the 30 schools and units run on Rudolf Steiner principles for children needing special care are four for the handicapped.

Cornhill Child Home-School in Gloucestershire takes emotionally and mentally handicapped children, and runs a residential school for severely mentally handicapped pupils on its roll. It also runs a day school for severely mentally handicapped pupils, and a day school for severely mentally handicapped pupils, and a day school for severely mentally handicapped pupils.

The second is to educate pupils on "Deaf," runs an AATD slogan, "Don't mean deaf."

The third is to "provide an independent source of specialist help and advice to consumers and those acting on their behalf."

Further information from: RNIB, 105 Gower Street, London WC1E 6AH.

Emotional Disturbance

The Association of Workers for Maladjusted Children, Dr. J. M. Maudsley Children's Centre, the National Association for Mental Health (MIND), Rudolf Steiner schools.

The Association of Workers for Maladjusted Children was set up in 1959. Its main membership consists of an ordinary school, in the case of services in clinics or hospitals, but other professionals are also welcome: administrators, medical staff, social workers, psychologists, and therapists.

Further information from: The Association of Workers for Maladjusted Children, 105 Gower Street, London WC1E 6AH.

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Language

The Invalid Children's Aid Association, the National Association for the Teaching of English.

The Invalid Children's Aid Association—aim: to help all handicapped children and their families—sponsored the first special schools for handicapped children in Britain, and runs a residential school for children with severe communication problems who cannot be helped in local day schools, and points out that demand far exceeds supply of places.

While the main bulk of the requests "it goes on," "indicates that the need for help with problems of communication causes the greatest concern to teachers of children in the primary age group, it is also being recognized that in many cases special educational resources continue to be needed beyond this age. We are currently examining this area of need and looking closely at the question of whether we should concentrate more on provision for this secondary age group or whether we should be providing others to make such provision."

Other ICIA services include family social work, two residential schools for children with asthma, an information service, and a pre-school playgroup network.

A conference on the assessment and teaching of language disorders in children is being planned for 1979, along with the establishment of a register of language units operating in the United Kingdom for speech and language disorders.

Further information from: The ICIA, 126 Buckingham Palace Road, London SW1V 9SN.

NATE was set up in 1963 to improve the teaching of English in all levels of education. Remedial language work is thus part of its brief.

Other aims are to act as a forum for discussion, experiment and research; to foster international co-operation in the subject; to provide a "national forum for all levels of education in which concern English."

Main target membership: all teachers of English, from primary school to university level.

At local level, NATE operates through open meetings, study groups, working parties and workshops. It holds an annual national conference, national and regional seminars. Publications include: the association's journal, *English in Education* (three times a year). A good development is the setting-up of an association work group on the teaching of English in multi-cultural Britain.

"In recent years," NATE commented this summer, "the presence in many different cultures has sharpened our awareness and appreciation of cultural diversity; it has also led us to re-examine, with increased urgency, our attitudes towards language and its development."

Further information from: NATE, 105 Gower Street, London WC1E 6AH.

Epilepsy

Epilepsy is not a disease or illness, and does not in itself cause mental handicap. However, some children with epilepsy need special educational help, either because they are multiple handicapped, or because they are severely affected by their epileptic condition.

A list of the existing schools and centres for epilepsy is available from the British Epilepsy Association. It is a fact, they are convinced, that the B.E.A.'s own function is to give information to encourage a more tolerant and understanding of epileptics in the community. It also, through its Epilepsy Research Fund, sponsors research.

Further information and information service through study days and meetings throughout the country for professionals working with epileptics. Visits to schools, hospitals, and day centres with the condition, and a list of schools, hospitals, and day centres with the condition.

Further information from: The British Epilepsy Association, 105 Gower Street, London WC1E 6AH.

Further information from: The British Epilepsy Association, 105 Gower Street, London WC1E 6AH.

Mental Handicap

National Association of Teachers of the Mentally Handicapped; the National Society for Mentally Handicapped Children; Rudolf Steiner schools.

A JCHIC member, the National Association of Teachers of the Mentally Handicapped, tops its list of aims with the declaration of "an unqualified commitment to the general public in all aspects of the education and general welfare of the mentally handicapped."

Others include the encouragement of co-operation between all those concerned in the field (notably parents); the professional promotion of the subject; and the creation of opportunities for discussion and study amongst members.

Further information from: The National Association of Teachers of the Mentally Handicapped, 105 Gower Street, London WC1E 6AH.

Further information from: The National Society for Mentally Handicapped Children, 105 Gower Street, London WC1E 6AH.

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Multiple Handicaps

Among its other residential establishments, the National Children's Home runs three special schools for children with learning difficulties. Many of the pupils have additional handicaps, including emotional disturbance, epilepsy, and mild physical handicaps.

Among the worst difficulties now facing pupils, the NCH says, is the threat of unemployment when they leave. "Every emphasis, therefore, is laid on the preparation for leaving school and the acquisition of a competitive attitude towards work and job finding."

Further information from: The National Children's Home, 112 Regency Street, London W1B 4AX.

Physical Handicaps

Dr Barnardo's, the National Children's Home, the Shaftesbury Society.

Dr Barnardo's runs three residential schools for the physically handicapped: types of handicap include spina bifida, cerebral palsy, muscular dystrophy, and congenital deformities. At the newest—New Massard, in Essex—a third of the pupils have severe communication difficulties, while two-thirds have been assessed as educationally sub-normal.

For further details about Dr Barnardo's, see "Mental Handicap."

In addition to its SEN schools, the National Children's Home runs two for children with physical handicaps. "The children preferred to us these days," the NCH comments, "are far more seriously hand-

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cupped (with many of them multiple handicapped) than in former days."

For further details about the NCH, see "Multiple Handicaps."

The Shaftesbury Society, the Christian charity founded in 1844 as the Ragged School Union—administers five residential schools for children with severe physical handicaps. The most common are spina bifida and muscular dystrophy.

A new development is the extra educational unit at the society's Ilkley Hall School, Northamptonshire; this takes the school's age-range up from six to 19.

Further information from: The Shaftesbury Society, Shaftesbury House, 112 Regency Street, London W1B 4AX.

The specialist body here is one of the JCHIC group: the National Association for Remedial Education. Its first object is to "promote and develop special educational measures used to meet the educational needs for children with learning difficulties."

NARE works to promote the exchange of discussion and ideas, to initiate research, to enhance the status of remedial teachers, and to encourage local contacts and activities (there are over 60 local branches). It also runs national and regional courses and conferences.

Publications include the association's journal, *Remedial Education* (quarterly, with international distribution).

"The growth within the field of remedial education has been tremendous over the past 20 years," says the JCHIC hon secretary, Roy Bushell, who is himself an L.N. adviser for special and remedial education. "But it's still an area that is not automatically accepted. However, the acceptance of Warnock, though, should bring major advances."

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Arenas for assessment

Michael Alcott at Hawksworth

Assessing the intelligence, abilities and educational potential of spastic children is never an easy matter. When the child has poor communicative skills and multiple handicaps the problem is intensified. It is all too easy to correlate lack of ability to communicate with lack of intelligence and the child is consequently assigned to a school that may be quite unsuitable to his real needs.

It was the inadequacy of short-term assessment that led the Spastics Society to set up its own centre for the long-term assessment of the severely handicapped spastic child at Hawksworth Hall School. Accommodated in a splendid Jacobean mansion at Gilsley in Yorkshire, with views across the moors, this is a residential primary school where families are considered to be unequalled anywhere in the world.

There are 28 pupils at the school ranging in age from five to 12 years. The total number of pupils is kept deliberately low. Only by this means can the staff ensure that each child is given close, personal attention and that the institutional nature of the school is kept to the very minimum. Carrying far the needs of the pupils are 11 houseparents; four full-time teachers and one part-time classroom helpers; one full-time physiotherapist and one part-time speech therapist; administrative and domestic staff.

All members of staff play their part in the assessment of the pupils. Assessment here is an ongoing, hour by hour process that can take two years. Speed of assessment is not a top priority; accuracy is.

While assessing the child's needs and abilities, developing communication skills where absent, the school does much to foster independence in the pupils. There are regular "forecast" meetings at which members of staff decide on specific goals for individual children. These goals can be basic—establishing reliable yes/no signals; developing comprehension; mastering the alphabet; and toilet training. The classroom is an important arena for assessment and development. The school makes full use of a wide range of electronic aids and other specially adapted gadgetry, all

of which contribute towards the acquisition of skills and the demonstration of abilities. There are also physiotherapy sessions, weekly both in the heated indoor pool and speech therapy for pupils who need it.

One danger of a small, rather intensive institution such as this is that it can easily become an isolated unit, operating in a social vacuum. The headmaster, Mr Frank Jagger, is well aware of this danger and the children in his care develop links with the broader community. Pupils visit local shops, the church, go on outings to the sea, have picnics and welcome visitors to the school.

Parents, too, are brought into things as much as possible. Here there is a real difficulty for the school draws its pupils from all

parts of England. But, at the very least, parents are encouraged to visit the school to discuss their child's progress and future placement. The medical needs of the children are well taken care of. The local GP visits weekly and a number of specialists also visit regularly.

The most important meeting at each term is that of the assessment panel. This panel includes paediatrician, psychologist, psychiatrist, social worker and members of the school staff. Together they examine in depth a few children and make their recommendations for future placement.



ability—from ESN(S) to further education establishments. It is to these schools that the majority of the pupils go.

By and large, this long-term method of assessment works efficiently. There are still some children who defy accurate assessment but these are very much in the minority. Hawksworth Hall School makes it clear that patient, careful, skilled teamwork can reveal the hidden abilities of the multiply-handicapped spastic child.

Professional status: pioneers to traditionalists

Peter Love on educational psychology

Reconstructing Educational Psychology, Edited by Bill Gillham. Croom Helm £7.95, 85664 631 8, £150, 667 9.

It has been remarked that professional stages evolve through a pioneer stage, followed by one of consolidation, to a final stage of stability and security that allows stages of more radical innovation. In the profession of educational psychology these stages have been relatively short. From the 1920s on the forerunners were along their individual paths in their individualistic way: their work ranged from Burr's broad studies of education and delinquency to psychometric and psychotherapeutic contributions in clinical settings, the fifties and sixties saw an expansion of local authority psychological services and the emergence of the typical dual role of an educational psychologist working with schools and a child guidance clinic.

In the 70s, when Circular 2/75 laid down to psychologists an essential and major role in the assessment of children with special educational needs, and when the Warnock Report suggested, "... it may be desirable that educational psychologists should, in future, have a statutory status", the profession has enough confidence to question the pattern of work that have, in such a short time, become "traditional".

Reconstructing Educational Psychology is a collection of papers written by nine people who are either practising educational psychologists or who are engaged in training educational psychologists. These papers have in common a disillusionment with current practice and role expectations and, as the editor Gillham comments, they also reflect, "... radical changes that are taking place in the profession ... of educational psychology."

What then are the grounds for discontent, what alternatives are proposed, and does it matter anyway if you are not an educational psychologist? The brief answer to the last part of the question is that the issues raised in this book should be of relevance to those who administer education services, to teachers and other professional groups, and not least to parents. This is far more than a series of exercises in professional introspection and happily most of it is written in stimulating style.

According to Gillham, the main directions of change are, less emphasis on work with individually referred children, and more emphasis on changing the environment that may produce behaviour and learning problems, and on passing on expertise in parents and teachers so that they, who are in more continuous and direct contact with children, may undertake more effective assessment and remediation.

Contributors to this book are highly critical of the "fire brigade" role thrust on educational psychologists. They argue that the referral of individual children with present behaviour or learning problems at a stage when their attempts to help them have failed, traps the psychologist into a response that involves a delay before the new referral comes to the top at the waiting list, a major commitment of scarce professional resources in attempts to make individual assessments of a child's needs and the provision of remedial programmes on an individual basis.

Certainly some work with individual children must remain, partly because the educational psychologist has become a "key" to assessing the educational needs of children (though some would argue that Circular 2/75 has reinforced the stereotype of the psychologist as a provider of IQs) and partly because without the discipline of regular confrontation with real children presenting real problems there would be a risk of reverting to impractical generalizations.

The emphasis of this book is, however, on less direct methods of helping children who have problems. There is an account of systems analysis and several references to psychologists establishing links with the staff of schools on a regular enough basis to enable them to play a part in modifying the total school environment so as to reduce the incidence of problems. The psychologists are also seen as providing professional feedback to administrators so as to assist in the formulation of progressive patterns of educational provision within an authority.

The other main strategy proposed is one already practised in several psychological services and involves using psychological expertise and time to train teachers and parents in help themselves. One of the psychologists interviewed for the purposes of this book suggested that the educational psychologists must be prepared to say, "Here is how you improve your behaviour: when you've improved we're no longer the experts, you've solved us dry, well done buck when we can add to it".

Support systems—in school and out

Brian Osman

Psychology for the Classroom. By Joanna Turner. Methuen £6.90 416 76790 7, £5.65 416 76800 8.
Children and Psychologists. By Philip Williams. Hodder and Stoughton £1.75, 340 21942 4.

One of the problems facing teachers in a remedial or special school setting is that of professional isolation. The difficulties faced are not those of the ordinary classroom and it is sometimes difficult to know where to turn for advice. A special school or a large remedial department will have its own support system, but many teachers have to work on their own.

Part of the answer must come from good support systems external to the school (school psychologists, advisers, etc), but a major part ought to come from the development of good reference books to which teachers can turn in moments of need. *Psychology for the Classroom* is an example of an attempt to provide an information source which could inform teachers' thinking, while the other book looks at one source of external support—applied psychology.

Psychology for the Classroom is aimed at parents, students and particularly teachers, and claims to give up-to-date coverage of relevant psychological research. The book divides into sections on cognitive aspects, special aspects and the individual in the classroom, and yet seems to consist of a mass of information about research with little overall plan. The section on social perception and some parts of the

section on classroom behaviour are of interest, but other parts rapidly become virtually unreadable.

Children and Psychologists is a different kind of book. The text seems to have started life as the 1976 Convocation Lecture for the National Children's Home. It seeks to depict some of the activities of applied psychologists working with children in such a way that non-psychologists—parents, teachers, doctors, social workers—will be more aware of the nature and extent of the psychologist's contribution to the well-being of children. The use of the term "applied psychologist" is interesting since it seeks to avoid a number of issues which are currently contentious within the profession.

There is a viewpoint currently fashionable that psychologists should live off much of their work with individual children—particularly those irksome and sometimes dubious assessments. The argument claims that the time saved would free psychologists for other roles which in the long run could prove more beneficial to the children—for example acting as consultants to teachers or training parents.

In my opinion the case for elective practices is not proven. It is partly because school support and training already occur though it is true that there is plenty of scope for development and partly because I believe there is a need for someone who is local, highly skilled but not over-specialized, who can help children to the resources they need quickly and directly. The book is informative as well as thought provoking.

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These issues are controversial in two senses. First, they have given rise to considerable public concern and debate. Second, they are controversial in the sense that they are highly specific and their conclusions regarding them can seldom be drawn in some cases this is because the relevant research is too limited and in other cases because research results are either inconclusive or contradictory.

Perhaps one of the fiercest conclusions to be drawn from the research reported in this book is that only rarely can one assert with confidence that a specific outcome is the direct consequence of a specific circumstance. This can be seen most clearly in the section on disadvantage. The research to evaluate preschool intervention programmes has produced mixed results. Although they indicate that on the whole it is educationally beneficial for disadvantaged children

to attend nursery school, one of the main problems has been to account for "wash-out" effects, where clear differences emerge initially between children who have been exposed to a preschool programme and those who have not, but diminish or disappear after a longer interval. The extent of "wash-out" seems to depend on a number of factors including the nature of the preschool programme, the social class of the children, whether parents have been involved and the quality of the primary school which the children attend after leaving nursery school.

Although the research discussed by Pilling and Pringle in relation to disadvantage and other themes seldom leads to highly specific conclusions, its very inconclusiveness does suggest a more general, but no less important, message. Any action taken in relation to these issues, if its outcome is to be successful, must not be piecemeal. The research is frequently inconclusive because so many factors are involved and effective action must take all these factors into account. As Pilling argues, "It appears unlikely that even an optimal educational intervention programme could meet the needs of all disadvantaged children."

Without attack also on the social inequalities that give rise to disadvantage throughout the childhood school careers the effect on their lives is likely to be limited. Add to this the conclusion that even the best of the research that exists in the earliest years of life are extremely

important in later development and it becomes clear that action on a broad front and of a continuing kind is necessary.

The reviews of relevant research presented in relation to the five themes are detailed and comprehensive and include thorough critical analysis of conceptualizations and methodology. The discussions of the findings are scholarly, indicating clearly where the findings are firm and where they should be treated more cautiously.

If the book has a fault it is to do with its organization rather than its substance. It begins with an overview of the five themes by Kellmer Pringle. The remainder and most substantial part of the book consists of the five reviews of relevant literature by Pilling. The material is organized differently for each of the five themes but includes, in all cases, summaries or overviews of the research findings and, separately, abstracts of the various pieces of research. This makes for a measure of repetitiveness and fragmentation.

For example, the famous Rosen that and Jacobson study of teachers' expectations and pupils' performance is first introduced in Kellmer Pringle's brief and general overview, appears for the second time in Pilling's introduction to this theme, is discussed more fully in a section devoted to controversy surrounding it and, finally, is summarized to an abstract. The result is that one needs continuously to refer back and forward. Although this kind of organization does not make for smooth reading, it is perhaps for

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Applicants should state their teaching subject(s).

Application forms and further details from the Head-teacher, and the form should be returned to the Chairman of Governors, Fr. Louis St. John, St. Christopher's Presbytery, Barrack Hill, Romiley, Stockport by 30 October, 1978.

PRIESTNALL SCHOOL, PRIESTNALL ROAD, HEATON MERSEY
TEACHERS OF HOME ECONOMICS (2)
Scale 1: STAP.

1. Required for 1st November, 1978 or as soon after as possible. (Ref. 839/TES.)

2. Required for 1st January, 1979. (Ref. 938/TES.)

Both teachers to assist with the teaching of Cookery and a little Needlework to C.S.E. and "O" level. Ability to share "A" level teaching would be an advantage.

BRAMHALL HIGH SCHOOL, SEAL ROAD, BRAMHALL
Required for January, 1979
ASSISTANT TEACHER OF DESIGN
(Ref. 939/TES)

Scale 1: STAP.

The post would suit a teacher with experience in Jewellery, Industrial design or silversmithing, and considerable scope exists for individual interests and specialisation. The teaching will consist of three-dimensional work in wood, metal and plastic and may also include some Art in the Lower School.

OTHERWISE STATED
Application forms and further details from the Headteacher (quoting reference) should be returned to the Headteacher by the 3rd October, 1978. If you require an acknowledgment enclose S.A.E.

ilea

INNER LONDON
EDUCATION AUTHORITY

Secondary Vacancies

The Authority would be pleased to receive applications from experienced teachers who are qualified in the following subjects:—

Design and Technology Home Economics Mathematics Needlecraft

Appointments will be made to a scale 1 post in the Authority's general teaching service, Inner London Allowance (£402) payable in addition to the Burnham salary.

For the appropriate application form please write to the Education Officer (TS2), Room 67, The County Hall, London SE1 7PB, stating whether the application is for a first appointment or not, or you are welcome to telephone 01-633 2101 for further details.

DYFED EDUCATION COMMITTEE

PWYLLGOR ADDYSG DYFED

SIR THOMAS PIERCE SCHOOL, HAYFORDWEST (Group 1), Ref. 1,200

Applications are invited for appointment from January 1, 1979, or as soon as possible in the following posts:

(i) Assistant Mathematics Teacher Scale II
The successful applicant will be expected to teach examination classes including "A" level Applied Mathematics, as well as work in the Middle School of the school.

(ii) Assistant English Teacher Scale II
The successful applicant will have an opportunity to share as a member of a team in developing a strong faculty of English. Applications, by letter, together with full names and addresses of two referees, to the Head Teacher, at later than Friday, September 29, 1978. (Further particulars are available from the school upon request, if a S.A.E. is enclosed.)

RHANBARTH CEREDIGION
Ceredigion Education Authority is seeking applications for the post of PRT/PRIFATHRAWR/1 YSGOL BYR JOHN RHY, PONTYPRIDD. The successful applicant will be expected to teach in the school and to be available for work in the community. The successful applicant will be expected to teach in the school and to be available for work in the community. The successful applicant will be expected to teach in the school and to be available for work in the community.

NI CHANIEATHR CANFASIO
RESEBOROUGH V.C. SCHOOL, HAYFORDWEST
(Approximately 250 pupils)

Applications are invited from suitably qualified and experienced teachers for the post of HEAD TEACHER of the above school which will become available from January 1, 1979.

Applicants should have at least five years' teaching experience. Application forms are available on receipt of a stamped addressed envelope from the Director of Education, Education Directorate, Rhymney, Cardiff, or by direct request to the school. Closing date: 28th October, 1978.

Applicants should state their teaching subject(s).

Application forms and further details from the Head-teacher, and the form should be returned to the Chairman of Governors, Fr. Louis St. John, St. Christopher's Presbytery, Barrack Hill, Romiley, Stockport by 30 October, 1978.

Gwent County Council

Education Department

REQUIRED FOR JANUARY 1, 1979

Applications are invited from qualified teachers for the following vacancies:

CARLETON COMPREHENSIVE SCHOOL (11 to 18)
CHEMISTRY: Graduate to share teaching of the subject to "A" level and to assist in Chemistry throughout the school and Physical Science in the laboratory. This post promises progress for a candidate capable of effective work at "A" level.

CEKISTOW COMPREHENSIVE SCHOOL (11 to 18)
GENERAL SCIENCE: Graduate preferred, to teach to "O" level.

EBBVALE SENIOR COMPREHENSIVE SCHOOL
(14 to 18)

(a) HISTORY: Graduate to teach across the ability range in Years 4 and 5 and to share in Sixth Form teaching.

(b) SCIENCE: Graduate to teach across the ability range in Years 4 and 5 and to share in Sixth Form teaching.

(c) ART: Graduate to teach across the ability range in Years 4 and 5 and to share in Sixth Form teaching.

FAIRWAY COMPREHENSIVE SCHOOL, CWMABRAN
(11 to 18)

(a) REMEDIAL CLASS: Year 3 and BASIC SUBJECTS: with work on remedial groups in Years 4 and 5.

(b) STEEL COURSES (Traffic Education) with C.S.E. examination group work/woodwork in Years 4 and 5. Ability to offer Metalwork.

NEWPORT BETTS COMPREHENSIVE SCHOOL
(11 to 18)

PHYSICS: Examination work available for a suitable candidate.

NEWPORT HARTFORD COMPREHENSIVE SCHOOL
(11 to 18)

GERMAN: Graduate preferred to teach throughout the school. This is a temporary appointment for two terms only.

Application forms and further details are available from the Director of Education, County Hall, Gwent. Candidates should enclose a S.A.E. and should be prepared to be interviewed by the Education Committee.

Successful applicants will be required to submit a satisfactory medical report on appointment.

SOMERSET

Applications are invited from suitably qualified and experienced teachers for the following posts. Unless otherwise stated, application forms and details (S.A.E. tool) from the Heads of the schools.

STAP forms accepted from students for first appointments only.

Please quote reference 22/9 on correspondence.

Secondary

The Blake School, Bridgwater
(11-16 mixed comprehensive, 913)

For January 1979, HEAD OF MATHEMATICS, scale 4. Well established courses leading to CSE/GCE and Internal Leaving Certificate operate.
Closing date: 8th October, 1978.

The West Somerset School, Minehead
(13-16 mixed comprehensive, 1,100, 140 in Sixth form)

The catchment area includes Exmoor, the Brendon and Quantock Hills, as well as the coastal villages.
For January or April 1979, qualified teacher to be HEAD OF LANGUAGES, scale 4. The School's languages are French, German and Latin, with established courses to CSE, "O" and "A" levels. The successful candidate will be expected to work in close liaison with the contributory Middle Schools.

Helyead School, Chard
(11-18 mixed comprehensive 1,170)

For January 1979, HEAD OF DEPARTMENT for children with special needs, scale 4, to be responsible for all children with learning difficulties by developing a well established remedial department, setting up a unit for children with educational or social handicaps and advising upon the programmes for children with learning problems throughout the school. Vacancy due to promotion.
Closing date 2nd October.

Kingmead Comprehensive, Wivallacomb
(11-16 mixed, 630)

For January 1979, SECONO MASTER/MISTRESS (Copyist Head Group 9 Salary Scale)

To maintain in the school and continue the links with parents and supportive services which the existing Second Mistress has developed. Commencing and/or part-time experience essential.
Closing date: 2nd October, 1978.

Crispin Comprehensive, Street
(11-16 mixed, 1,180)

For January 1979, fully qualified specialist teacher of ENGLISH, scale 2. Experience in teaching to "O" and "CSE" level essential.

The Blue School, Wells
(11-16 mixed, 1,330) Comprehensive

For January 1979:—

(i) MATHEMATICS, graduate preferred, scale 1, to teach the subject throughout the school to "A" level and to assist in the school to "O" level.

(ii) Teacher of ENGLISH, scale 1, up to C.S.E. level, a second subject and an ability to help with boys' or girls' games would be an advantage.

Strode College, Bristol
Baccalaureate Subjects Tutor.

See advertisement under Further Education.

Middle Schools

Selwood Middle, Frome
(9-13 mixed, 880+)

For January 1979, HEAD OF YEAR 4, scale 3. Team leader with responsibility for pastoral care for over 210 children aged 9-13. This is a key post in a developing school. Closing date: 8th October, 1978.

Re-advertisement.

Felindre Middle, Cheddar
(9-13 mixed, 442)

For January 1979, HEAD OF FIRST YEAR, scale 3. Experienced teacher required with primary or middle school background. Responsible for First School Junior. Previous applicants need not re-apply.

For January 1979, teacher of MUSIC, scale 1. Ability to teach French essential.

Closing date for these two posts 2nd October, 1978.

Primary

St. John's C.E.V.A. Fial, Frome
(4-8 age range, 284)

For April 1979, HEAD for this Group 5 school. Practitioner member of the C. of E. preferred.

Application form and details (S.A.E.) from Staffing (T) Section, Education Department, County Hall, Taunton, to be returned to the Revd. M. Higgins, The Vicarage, Frome, by 20th October, 1978.

Sower County Junior, Biddoway
(7-11 age range)

For April 1979 or January 1979 if possible, HEAD for this group 4 school.

Application form and details (S.A.E. tool) from Staffing (T) Section, Education Department, County Hall, Taunton.

Closing date 9th October.

Trull C.E.V.A. Primary, Trull, Taunton (148)
For January 1979, teacher, scale 2, for class of second and third year juniors. Also to be responsible for physical education/sports activities (boys), and with an interest in audio/visual aids.

Closing date: 8th October, 1978.

Huish County Primary, Yeovil (438)
For January 1979, two qualified teachers, Scale 1, for juniors.

Closing date 2nd October.

Woolkey Holy Church Primary, St. Wells (103)
Required as soon as possible, teacher, scale 1, for upper infants. Ability in music essential.

Closing date 8th October.

Monkfield C.E.V.A. Junior, Somerton (187)
For January 1979, teacher, scale 1, for upper infants. Interest in Mathematics and Girls Games desirable.

Closing date 2nd October.

For January 1979, experienced teacher, scale 1, for 4-8 age range, interest in Music.
Closing date 2nd October.

SOMERSET

Geography

Heads of Department

BERKSHIRE
ST. CHRISTOPHER'S SCHOOL
(11-16 mixed comprehensive, 1,170)

For January 1979, HEAD OF DEPARTMENT for Geography. The successful candidate will be expected to develop a well established department, setting up a unit for children with educational or social handicaps and advising upon the programmes for children with learning problems throughout the school. Vacancy due to promotion.
Closing date 2nd October.

Kingmead Comprehensive, Wivallacomb
(11-16 mixed, 630)

For January 1979, SECONO MASTER/MISTRESS (Copyist Head Group 9 Salary Scale)

To maintain in the school and continue the links with parents and supportive services which the existing Second Mistress has developed. Commencing and/or part-time experience essential.
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For January 1979, fully qualified specialist teacher of ENGLISH, scale 2. Experience in teaching to "O" and "CSE" level essential.

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(11-16 mixed, 1,330) Comprehensive

For January 1979:—

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Sower County Junior, Biddoway
(7-11 age range)

For April 1979 or January 1979 if possible, HEAD for this group 4 school.

Application form and details (S.A.E. tool) from Staffing (T) Section, Education Department, County Hall, Taunton.

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For January 1979, teacher, scale 2, for class of second and third year juniors. Also to be responsible for physical education/sports activities (boys), and with an interest in audio/visual aids.

Closing date: 8th October, 1978.

Huish County Primary, Yeovil (438)
For January 1979, two qualified teachers, Scale 1, for juniors.

Closing date 2nd October.

Woolkey Holy Church Primary, St. Wells (103)
Required as soon as possible, teacher, scale 1, for upper infants. Ability in music essential.

Closing date 8th October.

Monkfield C.E.V.A. Junior, Somerton (187)
For January 1979, teacher, scale 1, for upper infants. Interest in Mathematics and Girls Games desirable.

Closing date 2nd October.

For January 1979, experienced teacher, scale 1, for 4-8 age range, interest in Music.
Closing date 2nd October.

Cheshire

Application forms (send SAE), unless otherwise stated, are obtainable from the Head of the school concerned, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.

J. R. G. TOMLINSON M.A.
Director of Education

DEPUTY HEADS

DEPUTY HEAD
Bankfield County High School
Liverpool Road, Warrington. Tel. 051 424 5035

Group X term-time only. 1-16 mixed comprehensive school (S.P.A.). An experienced and well qualified teacher is required to be involved in the organization, administration and educational development of the school.

DEPUTY HEADTEACHER (GROUP 10)
Richard Fairclough County Secondary
Knutsford Road, Warrington

An enthusiastic and well-qualified teacher required to share fully in all aspects of school management and to make a significant contribution to the reorganization of the school. In September 1978, on 11-16 Comprehensive.

Experience in a senior post together with an awareness of recent educational developments, particularly in the curriculum field, is essential.

SENIOR TEACHERS

HEAD OF SCIENCE FACILITY

Thurperry County High
Enniscorthy, Thurperry

For this re-organized Comprehensive where the comprehensive intake has now reached year 5 and the 6th form is developing, a full range of courses to C.S.E. and "O" level has been established and it is anticipated that a sixth form of approximately 160 pupils will emerge over the next two years. An enthusiastic and imaginative leader of the Science team is required to further the work of the former Head of Faculty who has left for promotion. Senior teacher grade.

HEADS OF DEPARTMENT

1. HEAD OF RELIGIOUS EDUCATION, SCALE 3
2. HEAD OF COMMERCIAL SUBJECTS, SCALE 3
Nestor County Comprehensive
Rady Pools Road, Nestor, South Wirral

For 11-16 years. House based school. Very largely purpose built. 11-16 in sixth form.

1. Suitably qualified candidate required for 1st January, 1979, to organize and teach the subject throughout the school to "O" and "A" levels.

2. Required for 1st January, 1979. Must have experience of teaching the subject throughout the school to "O" and "A" levels.

Closing date 8th October 1978.

HEAD OF ART, SCALE 3/4

Conington County Secondary School for Girls
Jackson Road, Conington

A fully experienced teacher of Art to lead a well established and thriving department.

The school is based in modern buildings serving an urban and rural area. Although an all-girls' secondary school, the school has a long tradition of co-educational comprehensive school operation since September, 1976.

Further details obtainable from the Headmistress to whom completed forms should be returned by Friday October 7th, 1978.

SCALE 2 POSTS AND ABOVE

1. SECOND IN SCIENCE DEPARTMENT Scale 3
2. SECOND IN MODERN LANGUAGES DEPARTMENT Scale 2
3. SECOND IN HUMANITIES DEPARTMENT Scale 3

The Victoria Community High
Ludford Street, Crewe

Required January 1979, or earlier if possible, for the above school which has newly re-organized with a first year Comprehensive intake and which is expected to develop into a 6 form entry 11-18 comprehensive.

1. To be responsible for the development and teaching of PHYSICAL SCIENCES. Experience of teaching Physics to "A" level is essential and the teaching of Chemistry to "A" level is desirable. MAN (to "A" level in due course) and to share in the teaching of Physics to "A" level in due course.

2. To be responsible for the development and teaching of PHYSICAL SCIENCES. Experience of teaching Physics to "A" level is essential and the teaching of Chemistry to "A" level is desirable. MAN (to "A" level in due course) and to share in the teaching of Physics to "A" level in due course.

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GEOGRAPHY, SCALE 2

Bankfield County High School
For school details see under Deputy Heads.

With responsibility for the subject.

ENGLISH, SCALE 2

Bankfield County High School
For school details see under Deputy Heads.

With responsibility for the subject.

ENGLISH, SCALE 1

Bankfield County High School
For school details see under Deputy Heads.

With responsibility for the subject.

Other Posts on Scale 2 and above

BARNET
(11-16 mixed comprehensive, 1,170)

For January 1979, HEAD OF DEPARTMENT for Geography. The successful candidate will be expected to develop a well established department, setting up a unit for children with educational or social handicaps and advising upon the programmes for children with learning problems throughout the school. Vacancy due to promotion.
Closing date 2nd October.

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Baccalaureate Subjects Tutor.

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(4-8 age range, 284)

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Closing date 9th October.

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For January 1979, experienced teacher, scale 1, for 4-8 age range, interest in Music.
Closing date 2nd October.

01.11.11

1. The first step is to identify the problem or question that needs to be addressed. This involves understanding the context and the specific requirements of the task.

[illegible]

12. *Journal of the American Medical Association*, 277:1233-1234, 1996

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Scale 2 end above

BRADFORD (City of)
MEMORANDUM TO THE
EXECUTIVE DIRECTOR
Group 12, Number in Full:
March 1, 1978
Re: Request for January 1978
CITY OF BRADFORD PHYSICAL
EDUCATION Scale 2, in later than
this 12-18 Comparative Study.
The school has a wide-range
Sports Hall, two gymnasiums,
a large hall, a field, a
Court, and in recent years
specialized in Judo, (N
Judo) Bounce, Tennis, Ta
Dance, and Modern Educa
tion.

Application forms may be
obtained from the S.A. and
sent to the S.A. and sent to the S.A.

HAMPSHIRE
MILL CHASE SCHOOL
Bordon
11 to 16 ramp, oiled
1,380 on roll
OILS! P.E. Scale 2.
Curriculum vtiac, two p
in. floor roll 4.6.

HILLINGDON
1 London Borough of)
EVELYNS SCHOOL
Appelrice Avenue, Walsley.
West Crayton
(Number on Roll, 1,047.
n/h form)
Head Teacher; K. E. R. U
B.Sc.
URILS' PHYSICAL EDUCAT
A vacancy will arise at
school to cover the temporary
absence of the Head of Depart
A TEACHER is therefore re
from 6th November 1978 re

KENT COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE, KENT
ASTOR ROAD, SCHOOL
LONDON N.E.11, PLAINFLORES
(RSO mixed)
High School with Camprom

HEAD OF PHYSICAL EDUCATION AND GAMES DEPARTMENT
3) required January 1970.
Candidates should be energetic, confident, and able to continue the development of the program which plays an important role in the pupils' achievement, and be prepared to take the unusually good opportunities provided not only on the field but also in the Sports Centre and the facilities are used throughout of which a part of the program is to be of interest to the pupils as well as in the national physical education activities is looked for.

lin vltan and the names
referees should be made
by letter to the head
(S.A.C.)

KENT COUNTY COUNCIL
EDUCATION DEPARTMENT
1000 PITT SCHOOL FIRM
Chatham
710 girls
Recollective ntaho
Scheduled for January 1
TEACHER FOR PHYSICAL
tion specializing in dance
tion involves group dance
and help with games
hockey, tennis and athletic

KNOWSLEY
(Metropolitan Borough)
ST. COLUMBA'S R.C.
COMPREHENSIVE SCH.
Knowsley Lane, Hoylake
Liverpool L35 8DN

For January, 1970:

(1) BOYS' PHYSICAL EDUCATION, Scats 3.

(2) GIRLS' PHYSICAL EDUCATION, Scats 3.

Must be able to take of subject throughout assistance with Osmas able.

For application form S.A.E. to Homecoming when completed.

RICHMOND UPON THAMES
 GIRLS' SCHOOL
 (Telephone, 770 on toll)
 Uxbridge, Middx. TW2 5LH

and 2.) Scale 4

forms of application (see
Director of Education,
Barnet, Middlesex, return
the Headmaster at the ad-

Dr. J. W. L. L. L.

1990



LONDON
BOROUGH OF
NEWHAM

OVERSEAS TEACHING POSTS

ADVISER IN ELT (EGYPT)

Department of English, Faculty of Arts, University of Alexandria. To prepare an integrated syllabus for years 1 and 2 of undergraduate programme for English specialists in Faculty of Education; to prepare and select teaching materials; to train staff and lecture as appropriate.

Degree, preferably in English or Modern Languages, plus MA in Applied Linguistics; 5 to 10 years TEFL experience, some at tertiary level, including materials preparation. Some teacher training experience desirable.

Salary: £5,881-£7,707 p.a. plus 10 per cent inducement. Benefits: Personal and children's allowances; free furnished accommodation; 2 year Kelt contract, renewable.

HEAD OF ENGLISH DEPARTMENT (SUDAN)

Khartoum Polytechnic. To be in charge of the English Department (which provides English Language teaching for students of engineering, science and business) including text book selection, developing own teaching materials, setting internal examinations, some teaching duties and guidance to colleagues.

Candidates, preferably men, with degree plus MA in Applied Linguistics or one year University Diploma in TEFL, and at least 5 years' ESP experience. Previous materials production work overseas and technical background desirable.

Salary: £5,881-£7,707 p.a. plus 10 per cent inducement. Benefits: Personal and children's allowances; free furnished accommodation; medical benefits; return air fares; baggage allowance; 2 year Kelt contract, renewable.

SENIOR INSTRUCTOR OR INSTRUCTOR (ESP) (IRAN)

Scientific English Study Skills Project, British Council/University of Azarbadegan, Tebriz. Duties under contract between British Council, University of Birmingham and University of Azarbadegan to teach ESP in the Faculties of Medicine and Engineering.

Senior Instructors: Responsible for day-to-day running and design of ESP programme by the Faculty of Medicine and Engineering; to teach 10 hours per week.

Qualifications: Degree plus MA in Applied Linguistics (or equivalent) in Science Education plus 8 years' relevant TEFL/ESP or Science Education/ESP experience. Single candidates or married couples with no more than 2 primary-age children eligible.

Salary: £5,881-£7,707 p.a. plus 10 per cent inducement. Benefits: Personal allowance; accommodation allowance of £2,750-£3,750 p.a.; baggage allowance £150-£400; installation grant £850-£1,400; children's local education fees; employer's portion of UK superannuation.

Instructor: To teach ESP in the Faculty of Engineering and/or Medicine 18 hours per week; to be involved with materials production and in-service training.

Qualifications: Degree plus postgraduate qualification in TEFL plus 4 years' experience of TEFL including some ESP. Single candidates only eligible.

Salary: £5,000-£6,128 p.a. plus 10 per cent inducement. Benefits: Accommodation allowance £1,750 p.a.; baggage allowance £150; installation grant £450; employer's portion of UK superannuation.

INSTRUCTOR (ESP) (IRAN)

Ferdowsi University Service English Project, British Council/Ferdowsi University, Mashad. This is a new project whereby the British Council and Birmingham University have undertaken to provide special English programmes within the English Department of Ferdowsi University for students of Medicine, Dentistry, Pharmacy and Optometry, Engineering and Agricultural Engineering. The Instructor will teach up to 18 hours per week on the Special English programme; assist the Project Supervisor to design and select materials, detailed syllabus application and methodological procedures; teach up to 4 hours per week on the British Council programme; prepare materials for the Project Supervisor and 4 years' relevant teaching experience, at least 2 years' overseas in ESP. Single candidates only, preferably men.

Salary: £4,459-£5,818 p.a. (ex-free).

Benefits: Accommodation allowance £1,000 p.a.; baggage allowance £150; installation grant £450; employer's portion of UK superannuation.

THE BRITISH COUNCIL

HEAD OF ENGLISH LANGUAGE TRAINING (SYRIA)

The Vocational Training Complex, Qusbiyeh, Damascus. To organise and participate in English Language training courses, production of ESP materials and re-training of existing staff including selection of future instructors. Degree in English or Modern Languages with TEFL qualification and Postgraduate qualification in Linguistics desirable. 5 years overseas experience essential with materials writing or teacher training experience.

Salary: £5,000-£6,128 plus 10 per cent inducement. Benefits: Overseas and children's allowances; free furnished accommodation; 2 year Kelt contract.

LANGUAGE INSTRUCTORS (SAUDI ARABIA)

University of Riyadh Medical Faculty. Instructors, 2 men and 1 woman (preferably including married teaching couple) to teach English to pre-medical and first year medical students. Required latest and October. Good Degree in English plus TEFL diploma and teaching experience. Minimum 3 years' TEFL experience preferably with Arab students as alternative to TEFL diploma. Preferred age 25-35.

Salary: £3,400-£4,000 Saudi Riyals per month (present rate of exchange £1 equals 8.4 SR) convertible, free of tax.

Benefits: Housing allowance; free medical treatment; 1 year contract, renewable (annual increment).

TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE (SAUDI ARABIA)

Institute of Public Administration, Riyadh and Jeddah. 5 teachers (men only) to teach English to Saudi Civil Servants. Required latest by early October. Degree in English or Modern Languages with either 3 years' TEFL experience or TEFL diploma with 2 years' experience. Preferred age 25-35.

Salary: £3,400-£4,000 Saudi Riyals per month (present rate of exchange £1 equals 8.4 SR) fully convertible and tax-free.

Benefits: Free furnished accommodation; free medical treatment; 1 year contract, renewable.

REGIONAL ENGLISH LANGUAGE ADVISER (YEMEN)

Regional English Language Teaching Adviser, El Hodadeh. To work in all aspects of the ELT programme including inspecting and advising teachers, teaching demonstration classes, responsibility for preparation and administration of examinations and for books, teaching aids and supplementary materials.

Candidates, men only, should have British educational background, degree and University/RSB qualification in TEFL plus at least 7 years' experience. Salary: £5,881-£7,707 p.a. plus 10 per cent inducement. Benefits: Personal and children's allowances; free accommodation; 2 year Kelt contract.

ENGLISH ADVISER (BANGLADESH)

University Grants Commission, Dhaka. To assist in the development of English Language teaching and materials production. MA in Applied Linguistics or TEFL and substantial experience in TEFL, ESP and materials production.

Salary: £5,881-£7,707 p.a. plus 10 per cent inducement. Benefits: Overseas and children's allowances; free accommodation; 2 year Kelt contract.

DIRECTOR OF STUDIES (SRI LANKA)

English Teachers' College, Ministry of Education. To set up courses for improving the English of pre-teaching teachers. Degree plus 1 year postgraduate TEFL qualification and 5 years' experience in English Language teaching and materials production. MA in Applied Linguistics or TEFL and 2 years' experience in English Language training and materials production. Salary: £5,881-£7,707 p.a. plus 10 per cent inducement. Benefits: Overseas and children's allowances; free accommodation; 2 year Kelt contract.

3 TEACHERS OF ENGLISH (ECUADOR)

The British Institute, Quito. Tenable December 1978. Degree with TEFL qualification (RSB minimum) and 1 year's relevant experience. 1 post requires experience of a language laboratory.

Salary: £4,058-£5,740 p.a.

Benefits: Overseas allowance; rent allowance; medical scheme; employer's share of present superannuation contribution; 2 year contract, renewable.

ASSISTANT MASTERS (PERU)

Markham College, Lima. Tenable March 1979. Assistant Master for General Science (Nutrition) and Mathematics (Upper School). Candidates are invited from outside Peru to teach general subjects to boys in Lower School (ages 6-12). An independent day school of approximately 1,000 boys aged 6-18. Single male qualified teachers aged 25-35 with at least 3 years' experience. Salary expected to be based on Burnham Scale 2. Benefits: Overseas allowance; terminal bonus; medical scheme; employer's portion of superannuation; 3 year contract, renewable.

LEKTOR IN ENGLISH (GERMANY)

Speichenzentrum (Language Centre), University of Augsburg. To teach English for Specific Purposes to university students of all faculties (especially Law and Economics). Some general English courses will also be taught.

A British first degree (or American MA) and postgraduate TEFL qualification essential. Experience of TEFL overseas and knowledge of Law/Economics would be desirable. Working knowledge of German an advantage. Preferred age: under 40. Tenable October/November, 1978.

Salary: DM2,228-DM3,427 per month (£6,855-£10,545 p.a. according to age and experience) plus local supplement of DM549-DM742 plus per month (£1,889-£2,283 plus per annum). Increments awarded every 2 years.

Benefits: University medical scheme; 2 year contract, renewable.

HEADS OF ENGLISH (BAHRAIN)

Manama or Muharraq Boys' Secondary School. Qualifications: Candidates, men only, must be UK citizens and have a British educational background, a degree and at least 4 years' relevant experience. Salary: £4,814-£6,360 p.a. free of local taxation. Benefits: Free furnished accommodation; overseas allowance up to £2,920. 2 year Sub-Formula contract, renewable.

HEAD OF ENGLISH (BAHRAIN)

Monnam Girls' Secondary School. Qualifications: Candidates, single women only, must be UK citizens and have a British educational background, a degree, teaching qualification, TEFL training and recent experience to Head of a Department.

Salary: £4,814-£6,360 p.a., free of local taxation. Benefits: Free furnished accommodation; overseas allowance up to £2,785. 2 year Sub-Formula contract, renewable.

LECTURER IN ENGLISH (GENERAL DUTIES) (IRAN)

British Council Centre, Tebriz. Duties to include some teaching, supplementary materials and tests writing, teacher training and supervision and some administration. Qualifications: Degree, 1 year University TEFL qualification, 5 years' relevant experience including 2 years' specialised TEFL experience of ESP or teacher training or administration essential. Single candidates and married couples with up to 2 dependent children of primary age are eligible.

Salary: £5,881-£7,707 p.a.

Benefits: Personal allowance; accommodation allowance; baggage and installation allowances; children's education allowance; employer's portion of UK superannuation; 2 year Sub-Formula contract, renewable.

2 SENIOR TEACHERS OF ENGLISH (ESP) (IRAN)

British Council (for National Iranian Oil Company). Ahwaz. To teach English for Special Purposes to oil company employees, prepare materials, carry out testing and course planning. Degree and 1 year postgraduate qualification in TEFL plus 4 years' relevant experience required. Single candidates preferred.

Salary: £5,000-£6,128 p.a.

Benefits: Ahwaz allowance £750-£918 p.a.; free furnished accommodation; employer's contribution of UK superannuation; 2 year Sub-Formula contract, renewable.

Return fares are paid. Local contracts are guaranteed by the British Council. Please write briefly stating qualifications and length of appropriate experience, giving relevant reference number and title of post, for consideration and application form to The British Council, 20 Park Street, London, W1P 6AA.

YOUTH AND COMMUNITY SERVICE

continued

SECTION CHIEF OF YOUTH AND COMMUNITY SERVICE AREA 2 (MALAYSIA)

Area 2, Kuala Lumpur. To be in charge of the Youth and Community Service in the area. Degree in Social Work or equivalent, plus 5 years' experience in youth and community work. Salary: RM12,000-15,000 p.a. plus 10 per cent inducement. Benefits: Overseas allowance; medical scheme; 2 year contract, renewable.

SECTION CHIEF OF YOUTH AND COMMUNITY SERVICE AREA 3 (MALAYSIA)

Area 3, Kuala Lumpur. To be in charge of the Youth and Community Service in the area. Degree in Social Work or equivalent, plus 5 years' experience in youth and community work. Salary: RM12,000-15,000 p.a. plus 10 per cent inducement. Benefits: Overseas allowance; medical scheme; 2 year contract, renewable.

SECTION CHIEF OF YOUTH AND COMMUNITY SERVICE AREA 4 (MALAYSIA)

Area 4, Kuala Lumpur. To be in charge of the Youth and Community Service in the area. Degree in Social Work or equivalent, plus 5 years' experience in youth and community work. Salary: RM12,000-15,000 p.a. plus 10 per cent inducement. Benefits: Overseas allowance; medical scheme; 2 year contract, renewable.

SECTION CHIEF OF YOUTH AND COMMUNITY SERVICE AREA 5 (MALAYSIA)

Area 5, Kuala Lumpur. To be in charge of the Youth and Community Service in the area. Degree in Social Work or equivalent, plus 5 years' experience in youth and community work. Salary: RM12,000-15,000 p.a. plus 10 per cent inducement. Benefits: Overseas allowance; medical scheme; 2 year contract, renewable.

SECTION CHIEF OF YOUTH AND COMMUNITY SERVICE AREA 6 (MALAYSIA)

Area 6, Kuala Lumpur. To be in charge of the Youth and Community Service in the area. Degree in Social Work or equivalent, plus 5 years' experience in youth and community work. Salary: RM12,000-15,000 p.a. plus 10 per cent inducement. Benefits: Overseas allowance; medical scheme; 2 year contract, renewable.

SECTION CHIEF OF YOUTH AND COMMUNITY SERVICE AREA 7 (MALAYSIA)

Area 7, Kuala Lumpur. To be in charge of the Youth and Community Service in the area. Degree in Social Work or equivalent, plus 5 years' experience in youth and community work. Salary: RM12,000-15,000 p.a. plus 10 per cent inducement. Benefits: Overseas allowance; medical scheme; 2 year contract, renewable.

SECTION CHIEF OF YOUTH AND COMMUNITY SERVICE AREA 8 (MALAYSIA)

Area 8, Kuala Lumpur. To be in charge of the Youth and Community Service in the area. Degree in Social Work or equivalent, plus 5 years' experience in youth and community work. Salary: RM12,000-15,000 p.a. plus 10 per cent inducement. Benefits: Overseas allowance; medical scheme; 2 year contract, renewable.

SECTION CHIEF OF YOUTH AND COMMUNITY SERVICE AREA 9 (MALAYSIA)

Area 9, Kuala Lumpur. To be in charge of the Youth and Community Service in the area. Degree in Social Work or equivalent, plus 5 years' experience in youth and community work. Salary: RM12,000-15,000 p.a. plus 10 per cent inducement. Benefits: Overseas allowance; medical scheme; 2 year contract, renewable.

MINISTRY OF DEFENCE

SERVICE CHILDREN'S EDUCATION AUTHORITY

TEACHER VACANCIES 1979

Applications are invited from qualified teachers who are at present teaching in schools in the United Kingdom for vacancies in Service Children's Schools overseas in 1979, mainly in the British Forces Education Scheme in Germany. All applicants should be fully acquainted with modern teaching methods. Within SCEA there are Infant, Primary, First, Middle and Secondary schools which are organised on either traditional or open plan lines.

In addition applications are invited from qualified Secondary teachers for the following specific vacancies in January, 1979:

CYPRUS

St John's School, Episkopi

Scale 1. A graduate teacher of History and Economics to teach up to 4th form level and Humanities in A level. Interest in integrated studies in lower school an advantage.

GERMANY

Boarding School Vacancies Windsor Girls' School, Hainm.

English

Scale 1. A female graduate teacher of English to teach throughout the school up to and including 'A' level. Boarding Duties essential.

Head of Music

Scale 2. A well-qualified teacher required who can offer music to all examination level. An enthusiasm for choral work would be an added advantage and it is desirable that the candidate would be willing to give private instrumental tuition to pupils. Boarding Duties essential.

Whitson Boys School, Hainm

Sociology

Scale 3. A teacher, graduate preferred, in Sociology to introduce Sociology 'O' and 'A' levels into the sixth form curriculum and to teach social studies in the lower school.

Salary is in accordance with the 1978 Burnham scales plus London Allowance of £402 p.a.

Superannuation; normal rights are safeguarded. Foreign Service Allowance: a tax free allowance is payable.

Accommodation is provided rent free.

Duration of Engagement: Initial engagement is for three years. All applicants should normally be resident in the United Kingdom. Teachers do not normally serve in the Service Children's Schools abroad after the age of 50 and, therefore, the preferred age is under 47 years at the commencement of the engagement.

The last date for receipt of applications is 15 October 1978. Requests for application forms and further information should be made on a postcard or by telephone to:

Service Children's Education Authority (SCEA) 100, Court Road, Bitham, London SE20 2JL. Tel: 01-833 2112. Ext. 221 or 238.



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SAUDI ARABIA THE ARABIAN OIL COMPANY

requires four teachers of English as a Foreign Language to work at their training centre at Ras-el-Khail, close to the border with Kuwait. Candidates must be single and should have a B.A. degree and a T.E.F.L. diploma with a minimum of two years' experience. A contract of one year is offered, renewable. Salary will be SR 58,400 per annum tax free, which at the current rate of exchange is approximately equivalent to £8,545 plus other benefits and allowances. Return air passage will be paid. Free, furnished accommodation in bachelor quarters will be provided together with free laundry and free medical treatment.

Interviews will take place in London at the end of September or beginning of October. Please apply, enclosing a full curriculum vitae with photograph, copies of qualifications and telephone number. Further information will be sent to candidates prior to interview.

Miss E. Whitechurch,
Gabbata-Thring Services Ltd.,
6, 7 & 8, Sackville Street,
London, W1X 2BR.
Telephone: 01-734 0161.

BOTSWANA CHIEF TECHNICAL EDUCATION OFFICER c.£9664-£11658

This is an exciting post requiring substantial teaching and administrative experience, ability to handle finance and development programmes and, preferably, graduate or professional qualifications in engineering.

The Chief Technical Education Officer will be responsible to the Permanent Secretary, Ministry of Education, for the Vocational Training Division of the Ministry whose functions include oversight of Government's technical institutions, support and guidance to Brigades, technical instructor training programmes, liaison with government departments, para-statal and private enterprise. Some travelling will be required.

Appointment on agreement to Government of Botswana for 30-36 months initially commencing as soon as possible.

Twenty-five per cent terminal gratuity on basic salary; free passage; subsidised accommodation; holiday visit passage and education allowance for children; appointment grant and interest-free loan; free medical treatment.

Applicants should be U.K. citizens and must obtain further details and application form from the Recruitment Unit, TETO (Technical Education and Training Organisation for Overseas Countries), 35/37 Grosvenor Gardens, London SW1W 0BB, Ref. CTEO.

Completed applications should be returned as soon as possible.

TEFOC

HARINGEY EDUCATION

ADVISER FOR SPECIAL NEEDS

£3153-£3840 inclusive
Soulbury

Applications are invited for a new post of adviser with a general responsibility for the education of children with particular needs, remedial, special, compensatory, disruptive. The successful candidate will be expected to be in sympathy with the philosophy and aims of the Warnock Report. The person appointed will be a member of a team of general advisers with specialist responsibilities.

Application forms and further particulars are available from the Chief Education Officer, Education Office, Somerset Road, Tottenham N17. (Tel. 808 4600 Ext. 103). Applications returnable by 6 October 1978.

CHURCH OF ENGLAND CHILDREN'S SOCIETY

The above leading voluntary child care organisation wishes to appoint an

EDUCATION OFFICER

to devise and develop a programme within its Appeal Division which combines fund raising strategy with education. This will include the preparation of teaching materials for use in schools and colleges. This new and interesting position will be based at the Society's headquarters in South London and applications are invited from trained teachers with teaching experience. Knowledge of the child care services and of writing and layout would be an advantage. Salary Grade N4C APS—£4,481-£4,781 plus £312 p.a. supplement, plus £435 p.a. London weighting. Four weeks' annual holiday plus statutory bank holidays. The post is permanent. Existing comparable pension rights transferable. The Society is a Christian organisation and seeks its staff readiness to grow in Christian faith and life, whether or not applicants have formal allegiance to a Church. For further information and application form please write in first instance to: Personnel Officer (108), Old Town Hall, Kannington, London SE11 4DD. Closing date: 13th October, 1978.

Administrative Assistant

Applications are invited for the post of Administrative Assistant at the Board's offices in Aldershot. The post is concerned with examinations in Mathematics and Technical Subjects. The person appointed will be required to assist the Administrative Officers responsible for the work in these subject areas.

Applicants should possess a graduate or professional qualification in one or more of the relevant subjects and should have had appropriate administrative experience in the educational sector. Some teaching experience would be desirable. Although the post is mainly concerned with administrative and organisational aspects, the experience of applicants should demonstrate a close involvement and interest in the subjects concerned. The appointment will be on the Board's scale for Administrative Assistants which is £3,032 + £157 to £4,130 (bar) + £167 to £2,000 (London weighting).

Applicants should possess a graduate or professional qualification in one or more of the relevant subjects and should have had appropriate administrative experience in the educational sector. Some teaching experience would be desirable. Although the post is mainly concerned with administrative and organisational aspects, the experience of applicants should demonstrate a close involvement and interest in the subjects concerned. The appointment will be on the Board's scale for Administrative Assistants which is £3,032 + £157 to £4,130 (bar) + £167 to £2,000 (London weighting).

The Associated
Examining Board

London Borough of Enfield Second Assistant Officer (Resident) £3,273-£3,750

A Second Assistant Officer is required to complete the team of five supervisory officers at Cheyrons Hostel, a home for 20 mentally handicapped children. Applications are invited from persons, preferably qualified, keen to develop the potential of the children in their care who are individually assessed according to their needs. The post has basic care functions and programmes with an educational bias. Continuing support is available from speech therapists, physiotherapists, psychologists, etc.

National conditions of service apply with an additional payment of £150 for appropriate qualifications. £230 per night is payable for sleeping in, which is required on a rota basis. If you are young, enthusiastic, interested in the care of the mentally handicapped and wish to gain experience working in a therapeutic environment using behavioural techniques, please telephone the Officer in charge of the Home, Mr. J. Sutt, 01-832 4047, for informal discussions and further information. An application form is available, upon receipt of S.A.E. from the Director of Social Services, P.O. Box 59, Civic Centre, Silver Street, Enfield EN1 3XL. Closing date, 6th October, 1978. Please quote reference SS/418.

NORTH TYNESIDE METROPOLITAN BOROUGH COUNCIL EDUCATION DEPARTMENT CAREERS SERVICE

Applications are invited for appointment to the following posts in the North Tyneside Careers Service:—
A. Careers Officer—Salary Scale A.P.3 £3,420-£3,834 plus £312 supplement.
Candidates should hold the Diploma in Careers Guidance, or equivalent qualification, and preferably have had some experience of employment. The person appointed will join a team of Careers Officers and support staff working with all ability levels of a comprehensive education system in a specific area of North Tyneside.
B. Trainee Careers Officer—Salary Scale £2,244-£2,687 plus £312 supplement.

Candidates must be 22 years or over by 1st September, 1978, should have a degree or equivalent qualifications and should have at least one year of employment experience exclusive of vacation work. After practical experience the Officer will be seconded to the one-year full-time course at Newcastle Polytechnic leading to the Diploma in Careers Guidance during the 1979/80 academic year. Commencing salary will depend on qualification and experience. Conditions of service in accordance with N.J.C. Scheme for Local Authorities A.2.7 & C. Services. Application forms are obtainable from the Chief Personnel Officer, 7 Northumberland Square, North Shields (Tel: North Shields 77498) to whom they should be returned. Closing date: 8th October, 1978.

COMMUNITY RELATIONS OFFICERS

(AP6-SOI: £4,773-£5,588 including supplement)
(1) CLEVELAND COUNTY COMMUNITY RELATIONS COUNCIL.

(2) THAMESDOWN A DISTRICT COUNCIL FOR COMMUNITY RELATIONS.
The officers (preferably over 30 years of age) in these two chief officer posts will be responsible for implementing a wide ranging programme of work aimed at eliminating discrimination and promoting equality of opportunity and development of work throughout the county areas.

ASSISTANT COMMUNITY RELATIONS OFFICERS

(AP6-SOI: £4,773-£5,588 including supplement)
(1) LEWISHAM COUNCIL FOR COMMUNITY RELATIONS
(2) ROCHDALE & DISTRICT COUNCIL FOR RACIAL EQUALITY.

The ARO at Lewisham will be responsible to the SRO and with the Council's Education Working Group for fostering good community relations in the whole field of education. The ARO at Rochdale will be responsible to the SRO for general duties with a scope for some specialisation.

Successful applicants will be required to undergo training which will include a residential period. Contributory pension scheme, Secretarial help, and office accommodation. Applicants should be available for employment as soon as possible. On receipt of large self-addressed envelopes, further details and application forms (to be returned by 1st October, 1978) obtainable from: Fieldwork Administration (Room 204), Commission for Racial Equality, Elliot House, 10-12 Allington Street, London SW1E 6EH.

EDUCATION DEPARTMENT Senior Advisers £9,288 to £9,975 (Head Teacher Scale Group 11)

Applications are invited from qualified and experienced candidates for these two new posts to assist the Chief Inspector in co-ordinating the professional work of the support services to all educational establishments and in implementing the many initiatives in which the Authority is engaged. Further details and forms of application available from Robert Allen, Director of Education, New Council Offices, Earl Street, Coventry, CV1 6RS, returnable by 6th October.



EDUCATION DEPARTMENT Careers Service

Careers Officer
(2 Posts)—£3,732-£4,832
(Inclusive of Supplement)

Preference will be given to persons who hold the Diploma of the Youth Employment Service Training Board or the Diploma in Vocational Guidance for whom the minimum commencing salary will be £4,245.

Application forms from the Establishment Officer, Town Hall, Barnsley. Closing date 8th October, 1978.

BARNSELY

METROPOLITAN BOROUGH COUNCIL



SOMERSET EDUCATION AND CULTURAL SERVICES COMMITTEE

Principal Administrative Officer

(School Curriculum)
Grade PO1 (III) Salary £0,080-£6,702 per annum. Applications are invited for this demanding new fourth tier post in the Education Department.

The successful applicant will be required to provide high level administrative and professional support to the Deputy Chief Education Officer (Schools) and the Advisory Team in respect of the Monitoring and Development of the curriculum in schools and the assessment of the children's attainment in key areas (initially in literacy and expanding into other areas).

Application forms and further details are available from The Chief Education Officer (Stirling NT), County Hall, Taunton, Somerset. The closing date for applications will be 8th October, 1978.

BOROUGH OF SOUTH TYNESIDE DIRECTORATE OF EDUCATION

Careers Officer £3,732-£4,146

A vacancy exists for a Careers Officer at the Hebburn Careers Office. Applicants should preferably be graduates and all applicants must hold the Diploma in Careers Guidance or equivalent professional qualification for the Careers Service.

Further details and application forms are available from the Chief Personnel and Management Services Officer, Westcoast Hall, Westcoast Village, South Shields, Tyne and Wear (Tel: South Shields 892181) and should be returned by 8th October, 1978.

FEVERSHAM SCHOOL Trustees: The National Association for Mental Health Hexham Road, Welbottle Newcastle upon Tyne NE15 8HW Telephone: 161 6338/9

Assistant Principal Residential Social Work £4,920-£5,583 + £312 p.a.

This expanding non-maintained residential school for emotionally disturbed young children requires an Assistant Principal to lead a department of 15 Residential Social Workers. Duties of the post will include responsibility for the management and development of child care practice throughout the school, staff selection and training, the development of treatment programmes and a commitment to research and assessment. The task of the school is a rehabilitative one and the person appointed will work in close cooperation with senior colleagues in Education and Field Social Work to procure an integrated programme of care, education and treatment. Qualifications for this post will include considerable experience in the residential treatment of disturbed young people, appropriate training preferably at an advanced level and proven managerial experience. An unoccupied two-bedroom flat within the school is available at a modest service charge.

Application forms and further details are available from the Principal, Mr. R. T. Stanfield at the school. For appointments to vacant posts, please contact the Principal. Applications close within 14 days of the appearance of this advertisement.

Education Schools Psychological Service Educational Psychologist —Gifted Children

This particular post is part of a scheme of the Education Committee to help with the education of the very able and gifted children and the successful applicant will be working in schools in part of the Bristol district. The Authority is looking for an Educational Psychologist with a particular interest in gifted children and, in particular, in their identification. Candidates (male or female) should possess an Honours Degree in Psychology or its equivalent, teacher training and/or experience, and a post-graduate qualification in Educational Psychology. Salary will be in accordance with the Southbury Agreement within the range £4,339-£7,875 p.a. inclusive on the main scale. Generous assistance will be given with the expenses incurred in moving to Bristol in accordance with the Authority's Scheme. Application forms and further details are available from the Director of Education (ADM/4) Education Department at County Hall, Bristol. Closing date 6 October 1978. Please quote ref. 145.

Nottinghamshire County Council County Hall, West Bridgford Nottingham NG2 7AE

Education Social Worker

(1 YBS 951)
£2,278-£4,388 (Inclusive)

Appl. for a social worker to work as part of a team in the School Psychological and Child Guidance Service which deals with the assessment of learning and behaviour problems of children at home and in school. The successful candidate will produce social histories, act as therapist to parents and children and advise schools, etc., on social, familial and developmental matters. He/she will also contribute to in-service training courses and group therapy for parents and children.

The successful applicant will be qualified social worker with at least two years' experience in field and case work.

Education Welfare Officer

(1 YBS 954)
£2,278-£4,388 (up to £4,245 if professionally qualified)

An education welfare officer is needed to child welfare work, the supervision of school attendance and the employment of children. Previous experience in education welfare or similar work an advantage. Current driving licence essential and car allowance payable.

Application forms and further details (please quote reference ref. 10) from Town Clerk, P.O. Box 18, Council House, Southill, West Midlands. Tel. 021-705 6718 Ext. 241. Closing date 6th October, 1978.

EDUCATIONAL PSYCHOLOGISTS continued

LEICESTERSHIRE

DUPITY HANSEN
KIRBY MANOR, Leicestershire

This therapeutic residential community, a part of the Leicestershire Educational Psychology Service, provides a range of services for children with emotional and behavioural problems. The post holder will be responsible for the management and development of the service, staff selection and training, the development of treatment programmes and a commitment to research and assessment. The task of the school is a rehabilitative one and the person appointed will work in close cooperation with senior colleagues in Education and Field Social Work to procure an integrated programme of care, education and treatment. Qualifications for this post will include considerable experience in the residential treatment of disturbed young people, appropriate training preferably at an advanced level and proven managerial experience. An unoccupied two-bedroom flat within the school is available at a modest service charge.

Application forms and further details are available from the Principal, Mr. R. T. Stanfield at the school. For appointments to vacant posts, please contact the Principal. Applications close within 14 days of the appearance of this advertisement.

Examiners

EAST MIDLAND REGIONAL EXAMINATIONS BOARD

Certificate of Secondary Education
Candidates are invited to apply for the following posts:—
CHIEF EXAMINER IN ENGLISH
CHIEF EXAMINER IN MATHEMATICS
CHIEF EXAMINER IN SCIENCE
CHIEF EXAMINER IN HISTORY
CHIEF EXAMINER IN GEOGRAPHY
CHIEF EXAMINER IN PHYSICS
CHIEF EXAMINER IN CHEMISTRY
CHIEF EXAMINER IN MODERN LANGUAGES
CHIEF EXAMINER IN MUSIC
CHIEF EXAMINER IN ARTS
CHIEF EXAMINER IN PRACTICAL SUBJECTS
CHIEF EXAMINER IN SPORTS
CHIEF EXAMINER IN RELIGIOUS EDUCATION
CHIEF EXAMINER IN CITIZENSHIP
CHIEF EXAMINER IN PSYCHOLOGY
CHIEF EXAMINER IN ECONOMICS
CHIEF EXAMINER IN SOCIAL SCIENCES
CHIEF EXAMINER IN TECHNOLOGY
CHIEF EXAMINER IN HOME ECONOMICS
CHIEF EXAMINER IN DESIGN
CHIEF EXAMINER IN VISUAL ARTS
CHIEF EXAMINER IN CRAFTS
CHIEF EXAMINER IN AGRICULTURE
CHIEF EXAMINER IN FORESTRY
CHIEF EXAMINER IN FISHERIES
CHIEF EXAMINER IN HUNTING AND FISHING
CHIEF EXAMINER IN GARDENING
CHIEF EXAMINER IN CONSERVATION
CHIEF EXAMINER IN ENVIRONMENTAL STUDIES
CHIEF EXAMINER IN HEALTH EDUCATION
CHIEF EXAMINER IN SEX EDUCATION
CHIEF EXAMINER IN DRUG EDUCATION
CHIEF EXAMINER IN ALCOHOL EDUCATION
CHIEF EXAMINER IN TOBACCO EDUCATION
CHIEF EXAMINER IN GAMING
CHIEF EXAMINER IN LOTTERY
CHIEF EXAMINER IN RACING
CHIEF EXAMINER IN HORSE RACING
CHIEF EXAMINER IN FOOTBALL
CHIEF EXAMINER IN CRICKET
CHIEF EXAMINER IN TENNIS
CHIEF EXAMINER IN BADMINTON
CHIEF EXAMINER IN TABLE TENNIS
CHIEF EXAMINER IN SNOWBOUNDS
CHIEF EXAMINER IN SKIING
CHIEF EXAMINER IN WINTER SPORTS
CHIEF EXAMINER IN SUMMER SPORTS
CHIEF EXAMINER IN WATER SPORTS
CHIEF EXAMINER IN EQUESTRIAN SPORTS
CHIEF EXAMINER IN MOTOR SPORTS
CHIEF EXAMINER IN CYCLING
CHIEF EXAMINER IN GOLF
CHIEF EXAMINER IN ARCHERY
CHIEF EXAMINER IN SHOOTING
CHIEF EXAMINER IN FENCING
CHIEF EXAMINER IN JUDO
CHIEF EXAMINER IN KARATE
CHIEF EXAMINER IN KUNG FU
CHIEF EXAMINER IN TAECWONDO
CHIEF EXAMINER IN HAKKA
CHIEF EXAMINER IN JIU JITSU
CHIEF EXAMINER IN SAMBO
CHIEF EXAMINER IN WRESTLING
CHIEF EXAMINER IN BOXING
CHIEF EXAMINER IN MUAY THAI
CHIEF EXAMINER IN MIXED MARTIAL ARTS
CHIEF EXAMINER IN OTHER SPORTS

EXAMINERSHIPS 1978-79

Applications are invited from suitably qualified persons for the following posts:—
CHIEF EXAMINER IN ENGLISH
CHIEF EXAMINER IN MATHEMATICS
CHIEF EXAMINER IN SCIENCE
CHIEF EXAMINER IN HISTORY
CHIEF EXAMINER IN GEOGRAPHY
CHIEF EXAMINER IN PHYSICS
CHIEF EXAMINER IN CHEMISTRY
CHIEF EXAMINER IN MODERN LANGUAGES
CHIEF EXAMINER IN MUSIC
CHIEF EXAMINER IN ARTS
CHIEF EXAMINER IN PRACTICAL SUBJECTS
CHIEF EXAMINER IN SPORTS
CHIEF EXAMINER IN RELIGIOUS EDUCATION
CHIEF EXAMINER IN CITIZENSHIP
CHIEF EXAMINER IN PSYCHOLOGY
CHIEF EXAMINER IN ECONOMICS
CHIEF EXAMINER IN SOCIAL SCIENCES
CHIEF EXAMINER IN TECHNOLOGY
CHIEF EXAMINER IN HOME ECONOMICS
CHIEF EXAMINER IN DESIGN
CHIEF EXAMINER IN VISUAL ARTS
CHIEF EXAMINER IN CRAFTS
CHIEF EXAMINER IN AGRICULTURE
CHIEF EXAMINER IN FORESTRY
CHIEF EXAMINER IN FISHERIES
CHIEF EXAMINER IN HUNTING AND FISHING
CHIEF EXAMINER IN GARDENING
CHIEF EXAMINER IN CONSERVATION
CHIEF EXAMINER IN ENVIRONMENTAL STUDIES
CHIEF EXAMINER IN HEALTH EDUCATION
CHIEF EXAMINER IN SEX EDUCATION
CHIEF EXAMINER IN DRUG EDUCATION
CHIEF EXAMINER IN ALCOHOL EDUCATION
CHIEF EXAMINER IN TOBACCO EDUCATION
CHIEF EXAMINER IN GAMING
CHIEF EXAMINER IN LOTTERY
CHIEF EXAMINER IN RACING
CHIEF EXAMINER IN HORSE RACING
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CHIEF EXAMINER IN WINTER SPORTS
CHIEF EXAMINER IN SUMMER SPORTS
CHIEF EXAMINER IN WATER SPORTS
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CHIEF EXAMINER IN MOTOR SPORTS
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CHIEF EXAMINER IN SHOOTING
CHIEF EXAMINER IN FENCING
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CHIEF EXAMINER IN JIU JITSU
CHIEF EXAMINER IN SAMBO
CHIEF EXAMINER IN WRESTLING
CHIEF EXAMINER IN BOXING
CHIEF EXAMINER IN MUAY THAI
CHIEF EXAMINER IN MIXED MARTIAL ARTS
CHIEF EXAMINER IN OTHER SPORTS

MIDDLESEX REGIONAL EXAMINATIONS BOARD

Candidates are invited to apply for the following posts:—
CHIEF EXAMINER IN ENGLISH
CHIEF EXAMINER IN MATHEMATICS
CHIEF EXAMINER IN SCIENCE
CHIEF EXAMINER IN HISTORY
CHIEF EXAMINER IN GEOGRAPHY
CHIEF EXAMINER IN PHYSICS
CHIEF EXAMINER IN CHEMISTRY
CHIEF EXAMINER IN MODERN LANGUAGES
CHIEF EXAMINER IN MUSIC
CHIEF EXAMINER IN ARTS
CHIEF EXAMINER IN PRACTICAL SUBJECTS
CHIEF EXAMINER IN SPORTS
CHIEF EXAMINER IN RELIGIOUS EDUCATION
CHIEF EXAMINER IN CITIZENSHIP
CHIEF EXAMINER IN PSYCHOLOGY
CHIEF EXAMINER IN ECONOMICS
CHIEF EXAMINER IN SOCIAL SCIENCES
CHIEF EXAMINER IN TECHNOLOGY
CHIEF EXAMINER IN HOME ECONOMICS
CHIEF EXAMINER IN DESIGN
CHIEF EXAMINER IN VISUAL ARTS
CHIEF EXAMINER IN CRAFTS
CHIEF EXAMINER IN AGRICULTURE
CHIEF EXAMINER IN FORESTRY
CHIEF EXAMINER IN FISHERIES
CHIEF EXAMINER IN HUNTING AND FISHING
CHIEF EXAMINER IN GARDENING
CHIEF EXAMINER IN CONSERVATION
CHIEF EXAMINER IN ENVIRONMENTAL STUDIES
CHIEF EXAMINER IN HEALTH EDUCATION
CHIEF EXAMINER IN SEX EDUCATION
CHIEF EXAMINER IN DRUG EDUCATION
CHIEF EXAMINER IN ALCOHOL EDUCATION
CHIEF EXAMINER IN TOBACCO EDUCATION
CHIEF EXAMINER IN GAMING
CHIEF EXAMINER IN LOTTERY
CHIEF EXAMINER IN RACING
CHIEF EXAMINER IN HORSE RACING
CHIEF EXAMINER IN FOOTBALL
CHIEF EXAMINER IN CRICKET
CHIEF EXAMINER IN TENNIS
CHIEF EXAMINER IN BADMINTON
CHIEF EXAMINER IN TABLE TENNIS
CHIEF EXAMINER IN SNOWBOUNDS
CHIEF EXAMINER IN SKIING
CHIEF EXAMINER IN WINTER SPORTS
CHIEF EXAMINER IN SUMMER SPORTS
CHIEF EXAMINER IN WATER SPORTS
CHIEF EXAMINER IN EQUESTRIAN SPORTS
CHIEF EXAMINER IN MOTOR SPORTS
CHIEF EXAMINER IN CYCLING
CHIEF EXAMINER IN GOLF
CHIEF EXAMINER IN ARCHERY
CHIEF EXAMINER IN SHOOTING
CHIEF EXAMINER IN FENCING
CHIEF EXAMINER IN JUDO
CHIEF EXAMINER IN KARATE
CHIEF EXAMINER IN KUNG FU
CHIEF EXAMINER IN TAECWONDO
CHIEF EXAMINER IN HAKKA
CHIEF EXAMINER IN JIU JITSU
CHIEF EXAMINER IN SAMBO
CHIEF EXAMINER IN WRESTLING
CHIEF EXAMINER IN BOXING
CHIEF EXAMINER IN MUAY THAI
CHIEF EXAMINER IN MIXED MARTIAL ARTS
CHIEF EXAMINER IN OTHER SPORTS

SOUTHERN REGIONAL EXAMINATIONS BOARD

Candidates are invited to apply for the following posts:—
CHIEF EXAMINER IN ENGLISH
CHIEF EXAMINER IN MATHEMATICS
CHIEF EXAMINER IN SCIENCE
CHIEF EXAMINER IN HISTORY
CHIEF EXAMINER IN GEOGRAPHY
CHIEF EXAMINER IN PHYSICS
CHIEF EXAMINER IN CHEMISTRY
CHIEF EXAMINER IN MODERN LANGUAGES
CHIEF EXAMINER IN MUSIC
CHIEF EXAMINER IN ARTS
CHIEF EXAMINER IN PRACTICAL SUBJECTS
CHIEF EXAMINER IN SPORTS
CHIEF EXAMINER IN RELIGIOUS EDUCATION
CHIEF EXAMINER IN CITIZENSHIP
CHIEF EXAMINER IN PSYCHOLOGY
CHIEF EXAMINER IN ECONOMICS
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CHIEF EXAMINER IN TECHNOLOGY
CHIEF EXAMINER IN HOME ECONOMICS
CHIEF EXAMINER IN DESIGN
CHIEF EXAMINER IN VISUAL ARTS
CHIEF EXAMINER IN CRAFTS
CHIEF EXAMINER IN AGRICULTURE
CHIEF EXAMINER IN FORESTRY
CHIEF EXAMINER IN FISHERIES
CHIEF EXAMINER IN HUNTING AND FISHING
CHIEF EXAMINER IN GARDENING
CHIEF EXAMINER IN CONSERVATION
CHIEF EXAMINER IN ENVIRONMENTAL STUDIES
CHIEF EXAMINER IN HEALTH EDUCATION
CHIEF EXAMINER IN SEX EDUCATION
CHIEF EXAMINER IN DRUG EDUCATION
CHIEF EXAMINER IN ALCOHOL EDUCATION
CHIEF EXAMINER IN TOBACCO EDUCATION
CHIEF EXAMINER IN GAMING
CHIEF EXAMINER IN LOTTERY
CHIEF EXAMINER IN RACING
CHIEF EXAMINER IN HORSE RACING
CHIEF EXAMINER IN FOOTBALL
CHIEF EXAMINER IN CRICKET
CHIEF EXAMINER IN TENNIS
CHIEF EXAMINER IN BADMINTON
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CHIEF EXAMINER IN SAMBO
CHIEF EXAMINER IN WRESTLING
CHIEF EXAMINER IN BOXING
CHIEF EXAMINER IN MUAY THAI
CHIEF EXAMINER IN MIXED MARTIAL ARTS
CHIEF EXAMINER IN OTHER SPORTS

THE ASSOCIATED EXAMINING BOARD

The Associated Examining Board is a body of independent schools and colleges which are concerned with the examination of candidates for the General Certificate of Education. The Board is concerned with the examination of candidates for the General Certificate of Education in English, Mathematics, Science, History, Geography, Physics, Chemistry, Modern Languages, Music, Art, Practical Subjects, Sports, Religious Education, Citizenship, Psychology, Economics, Social Sciences, Technology, Home Economics, Design, Visual Arts, Crafts, Agriculture, Forestry, Fisheries, Hunting and Fishing, Gardening, Conservation, Environmental Studies, Health Education, Sex Education, Drug Education, Alcohol Education, Tobacco Education, Gaming, Lottery, Racing, Horse Racing, Football, Cricket, Tennis, Badminton, Table Tennis, Snowsports, Skiing, Winter Sports, Summer Sports, Water Sports, Equestrian Sports, Motor Sports, Cycling, Golf, Archery, Shooting, Fencing, Judo, Karate, Kung Fu, Taekwondo, Hapkido, Jiu Jitsu, Sambo, Wrestling, Boxing, Muay Thai, Mixed Martial Arts, and other sports.

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Bolton Metropolitan Borough

Language Training for Re-employment

Required as soon as possible:

Two Lecturers Grade 1 and two part-time lecturers (15 hours each) to teach on language courses for unemployed immigrant workers in Bolton Metropolitan Borough. This is a M.S.C. funded pilot project with an initial contract of twelve months and the possibility of renewal after that period. Qualifications and/or experience in E.S.L. required.

Application forms obtainable from Director of Education, Education Offices, P.O. Box No. 53, Paderborn House, Civic Centre, Bolton BL1 1JW, should be returned by 4th October 1978.

EDUCATIONAL REPRESENTATIVE

We are looking for one more person to join our well-respected team of educational representatives. Applicants must live within a thirty mile radius of London.

He/she must be able to meet the challenge of selling an exciting range of titles by visiting schools, colleges, Teacher Centres, Advisers and by area exhibitions.

Please send full details of your previous experience to: Merv J. Palks, UK Sales Manager, Macmillan Education Ltd, Houndmills, Basingstoke, Hampshire.



HAMPSHIRE SOCIAL SERVICES INSTRUCTOR

Salary £2,895-£3,831 inc.

Required at a new purpose-built Mental Health Day Centre in Amey Street, Southampton. The successful candidate will join a team of professional workers providing a programme of varied activities designed to meet the assessed needs of members attending this well organised centre. Activities are organised with the aim of encouraging members to reach an optimum level of achievement through home economics, creative activities, work preparation and group activities.

The successful candidate will be engaged in the development of regular work habits. The range of activities will be flexible but will include metal work, home and car maintenance and printing skill and experience in more than one of these will be an advantage.

Application forms obtainable from the Divisional Director of Social Services, Social Services Department, Arundel Towers North, Portland Terrace, Southampton, telephone Southampton 38100 ext. 224, quoting reference number 8381X, to be returned by 8th October, 1978.

EDUCATIONAL REPRESENTATIVE

Due to rapid expansion over the past two years we wish to appoint another full-time representative to promote our growing list of Educational Test and Assessment materials to schools and Education Authorities in Northern England and Scotland. A thorough knowledge of the educational system is essential and candidates should have previous teaching or educational sales experience. They should also have the ability to work hard on their own initiative and be commensally successful in a challenging educational environment.

This important new post offers a good salary, bonus, company car, expense and contributory pension scheme. Intending applicants should be resident in the North of England. For further information and application form apply, in confidence, giving brief career details to:

Michael McWhinnie
Marketing Manager
Department of Measurement and Guidance
Thomas Nelson & Sons Limited
Lincoln Way, Windmill Road
Sunderby-on-Thames, Middlesex TW18 7TP

COMPUTER STUDIES

A vacancy will exist as from 1 January, 1979, next for a perpetual teacher to be attached to a consortium of schools in Birmingham to act as a Head of Department of Computer Studies.

The city has on-line computer terminals in most of its secondary schools and will be making rapid progress in the near future with the installation of more computers. There are excellent opportunities for research and development in the use of computers in education. The post is rated up to Salary Scale 4, dependent on qualifications and experience.

Applications by letter to: The Director, BIRMINGHAM EDUCATIONAL COMPUTING CENTRE, c/o Matthew Boulton College, Hope Street, Birmingham, B5 7EA.

BIRMINGHAM CITY COUNCIL

TECHNICIAN

£3,160-£3,480 Farnham

For the Department of Three Dimensional Design-Ceramics at West Surrey College of Art & Design, The Hart Your time will be divided between assistance in the plaster/mould making area and the Ceramics Workshops. Knowledge of mould making techniques is essential.

Application forms and further details from the Vice Principal's Secretary, Tel. Farnham 22441. Quota reference SD49.



Education Heads of Special Units

Nottinghamshire Education Authority are seeking to open three units to provide continued education for disruptive pupils.

SALARY—Burnham Scale 4.

LOCATIONS—City of Nottingham

- (a) 1 unit of about 12 pupils aged mainly 14-16.
- (b) 1 unit of about 10 pupils aged mainly 12-16.
- (c) 1 unit of about 16 pupils aged mainly 12-16.

DATE OF APPOINTMENT—January 1st, 1979. Candidates must have a special interest in this work. Experience in a special unit and educational qualifications would be advantageous.

Further details and application forms (as set out by the Director of Education (Sch.), County Hall, West Bridgford, Nottingham NG2 7OP. Completed applications should be returned by the 6th October, 1978.



Nottinghamshire County Council
County Hall, West Bridgford
Nottingham NG2 7OP

Management Consultants IN EDUCATION

One of the country's largest firms of management consultants seeks additional staff to assist in providing consulting services concerned with the planning and management of education.

Assignments are carried out for agencies and institutions at home and abroad in this growth area of our practice.

Vacancies might suit educational administrators aged between 25 and 40 having a basic degree in professional research, economics, accounting or management studies. Applicants should be prepared to work abroad for periods of up to 18 months. Overseas service brings generous additional financial rewards and there is often tax relief.

The posts offer opportunities for working alongside professionals in a variety of other disciplines and could provide a sound basis for career development for those wishing to broaden their experience by spending a few years in consultancy.

Salaries and general conditions are fully competitive for example, a salary for the age brackets suggested would extend upwards from £7000.

Those interested should write in confidence giving brief details of their qualifications and experience to John Fliden.

Post: Marwick, Mitchell & Co.
Management Consultants,
25a Finner, 1, Pudding Dock,
London EC4V 3PP.

TRAINERS

THE SOUTH-EAST REGIONAL EXAMINATIONS BOARD

CONFIDENTIAL. 1978. The South-East Regional Examinations Board is seeking to recruit a number of examiners for the following subjects:

History and **Physics** are required for the following subjects: History, English, Mathematics, Science, and Physical Education. The successful candidate will be required to attend the Board's Examiners' Conference and to mark the examination papers.

THE SOUTH-EAST REGIONAL EXAMINATIONS BOARD is seeking to recruit a number of examiners for the following subjects: History, English, Mathematics, Science, and Physical Education.

DO YOU WANT A JOB? The South-East Regional Examinations Board is seeking to recruit a number of examiners for the following subjects: History, English, Mathematics, Science, and Physical Education.

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WHY NOT TRY DRIVING INSTRUCTION?

And then a lot of your own time to teach and to have your own car. You can be a driving instructor in your own time. You can be a driving instructor in your own time. You can be a driving instructor in your own time.

PEOPLE about 100,000 people are employed in the driving instruction industry. This is a growing industry and there is a need for more driving instructors. You can be a driving instructor in your own time. You can be a driving instructor in your own time. You can be a driving instructor in your own time.

Outdoor Education

HAMPSHIRE CALISTO ACTIVITIES CENTRE is seeking to recruit a number of staff for the following subjects: History, English, Mathematics, Science, and Physical Education.

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WALSLEY

WALSLEY is seeking to recruit a number of staff for the following subjects: History, English, Mathematics, Science, and Physical Education.

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Briefings

Chris Brooks on new ITV programmes for the school-leaver

Radio and tv
FE and general interest

For schools

Facts for Life (Tuesday, 10.40 ITV)
"Family Matters" is made up of
eight films for the over 15s.
Watch! (Tuesday, 11.00, Wednesday,
11.01 BBC 1)

Two programmes based on Edward Lear's *The Owl and the Pussycot*; this version was specially written for Watch! six to eight year-olds study hard owls.

Look Around (Tuesday, 11.22 ITV)

A unit on resources begins with a definition of resources.

Films

Infant ways

Carolyn O'Grady

Hello Baby has been made for show-
16mm, colour, 25 mins.
Produced by Cygnet Guild Com-
munications, Ltd.
Sponsored by the Health Education
Council.
Available on free loan from: Central
Film Library, Government
Building, Broadway Avenue, London
W3 7JE.

For sale from 2100 Health Education Council.

Hello Baby has been made for showing in ante-natal clinics, to mothers in hospital, in training courses for nursery nurses and in parenthood classes. It shows the development of babies at different stages of development interacting with members of their families.

The commentators point out significant indicators of progress and suggest that the film shows not demonstrating these by a certain age a trip to the health clinic or doctor would be advisable.

Apart from this main message, the film makes several other important points. Babies need to be talked to, babies and give them an opportunity to practise their new-found skills. Babies need an loving environment, which is a safe haven. Don't always fall in love with their babies at first sight; babies communicate very well without words, before they learn language.

It should also be mentioned that

Notes on how to use the film and on the different stages of development have been published to accompany the film.

